

Utah CGP-Guidance Activities Action Plan 2004-2005*

Large Group

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Bountiful Jr High District Davis

Target Group:(whole school, entire class) All 8th grade students

Target Group selection is based upon the following data/information/school improvement goals: School DRSL's

Communicate Effectively, Strong Character-traits, Work Cooperatively, Thinking skills

Intended Behavior/Result	Utah CGP Student Outcome or Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
To improve students attitudes and beliefs about themselves and others.	Personal/Social Development ----- 1. Students will develop skills to understand & appreciate themselves & others. 2. Students will identify and utilize processes to set and achieve goals, make decisions and solve problems. 3. Students will develop the resiliency skills necessary for safety & survival	Once a month a lesson will be given to ALL 8th graders in their US History class. A total of 9 lessons will be taught.	7 Habits of Highly Effective Teens Curriculum.	Pre - Post Survey given to students (see attached survey)	Sept. 10, 04 May 6, 2005	220

Hevank Jindary
Principal's Signature

Sept. 23, 2004
Date

June 3, 2005
Date of Staff Presentation

Kellie Polh
Prepared By

adapted from the ASCA National Model: A Framework for School Counseling Programs



ENTERED

Utah CGP- Guidance Activities Results Report 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Bountiful Jr. High

District Davis

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What do the data tell you? What can the student do with this now?
Kellie Robb	All 8 th grade Students at BJH	7 Habits of Highly effective Teens Curriculum and other items as outlined with each Habit.	Sept. 10, 2004 May 6, 2005	242 students	Pre and post test was administered pre test in September post test in May after all Habits and Curriculum was presented.	Results data attached, see colored graphs.	After receiving the 7 Habits curriculum, students felt more in control of their life, Ability to work with others increased, valued their friends, and the ability to prioritize what to do first as well as setting goals increased.

Theron A. Sunday
Principal's Signature

June 3, 2005
Date

June 3, 2005
Date of Staff Presentation

Kellie Robb

Prepared By

**Include actual numbers and attach data,
examples and documentation

adapted from the ASCA National Model: A Framework for School Counseling Programs

Bountiful Jr. High School

Character Development Student Survey

This survey is anonymous.

MARKING INSTRUCTIONS

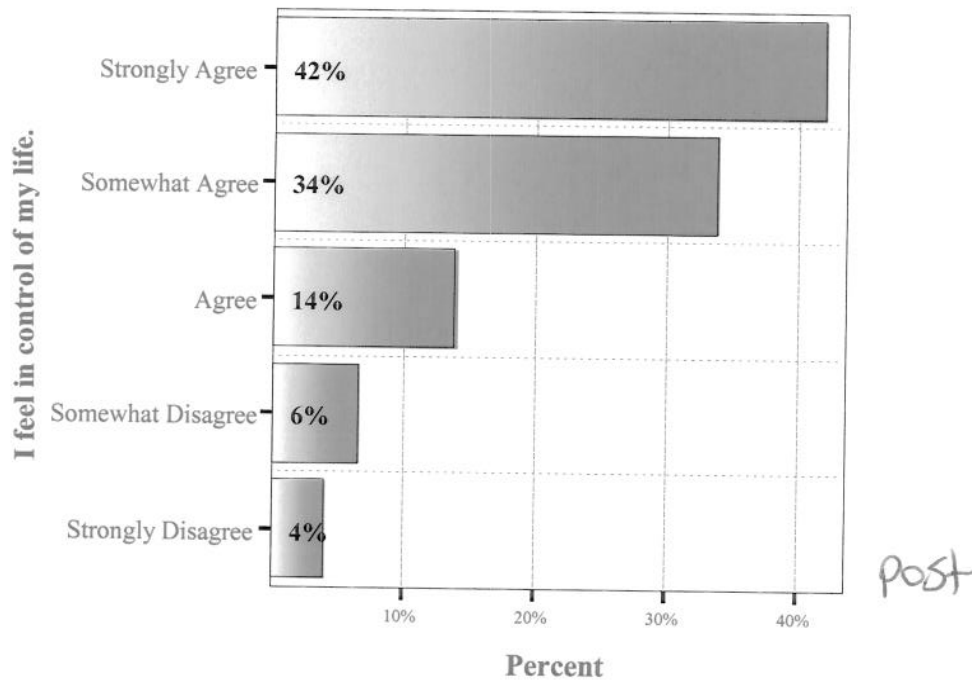
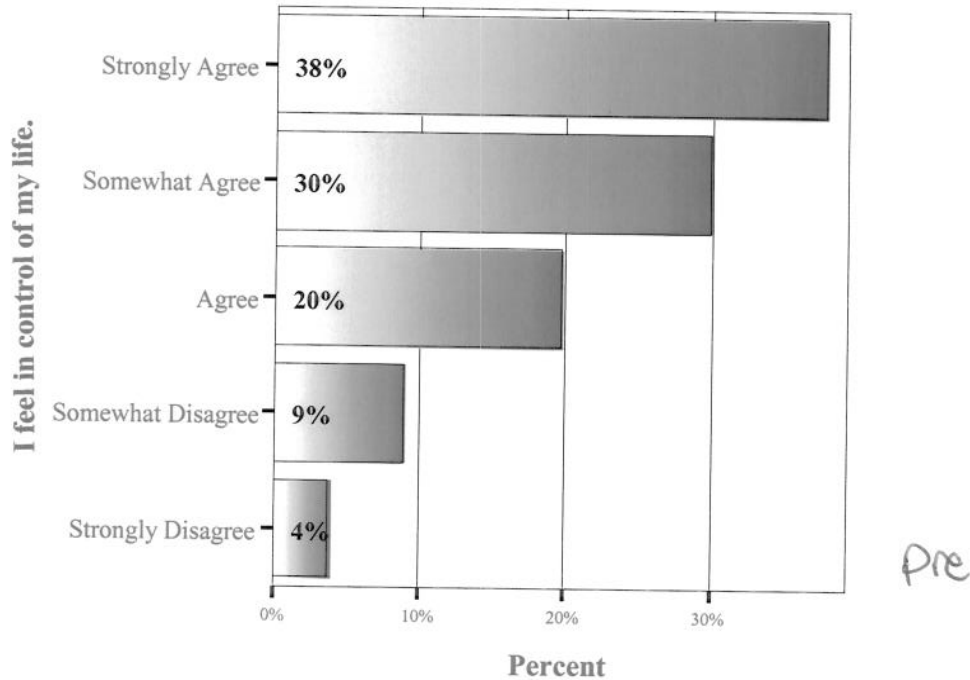
- Use a No. 2 pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the response completely.
- Erase cleanly any marks you wish to change.

CORRECT: ● INCORRECT: ○✗○●

STRONGLY AGREE				
SOMEWHAT AGREE				
AGREE				
SOMEWHAT DISAGREE				
STRONGLY DISAGREE				
0	1	2	3	4
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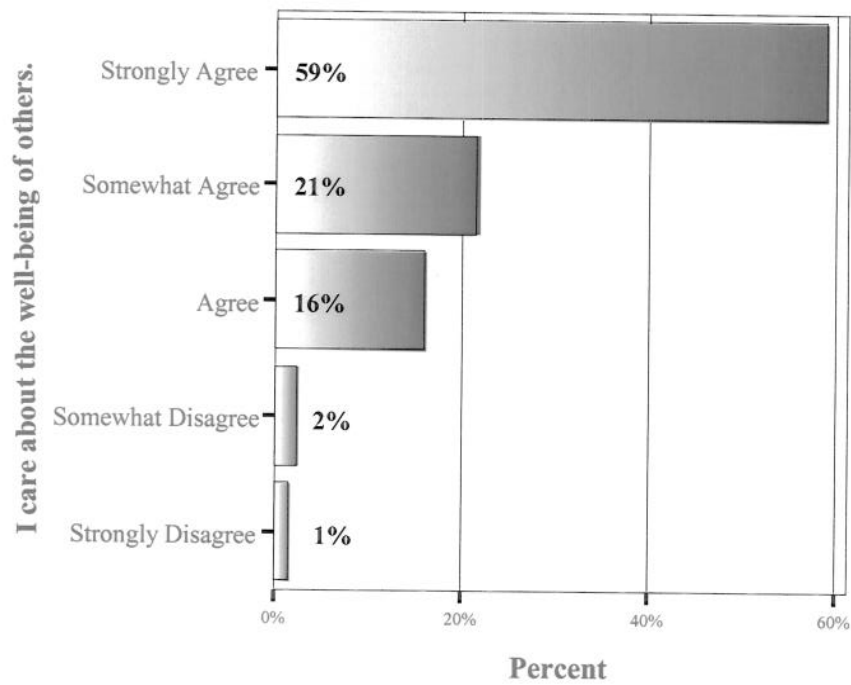
1. I feel in control of my life.
2. I care about the well-being of others.
3. I exercise my mind by reading, learning, etc.
4. People say I am a good listener.
5. I set goals regularly.
6. I am happy for friends when they do well.
7. Other people often have valuable ideas.
8. I begin each day by planning.
9. I keep my promises.
10. I prioritize my work, and do the most important things first.
11. I communicate well.
12. I exercise regularly and eat healthy foods.
13. I am organized.
14. I enjoy working with others on projects.

Bountiful Jr. High Character Development Results Comparison of Pre and Post Data

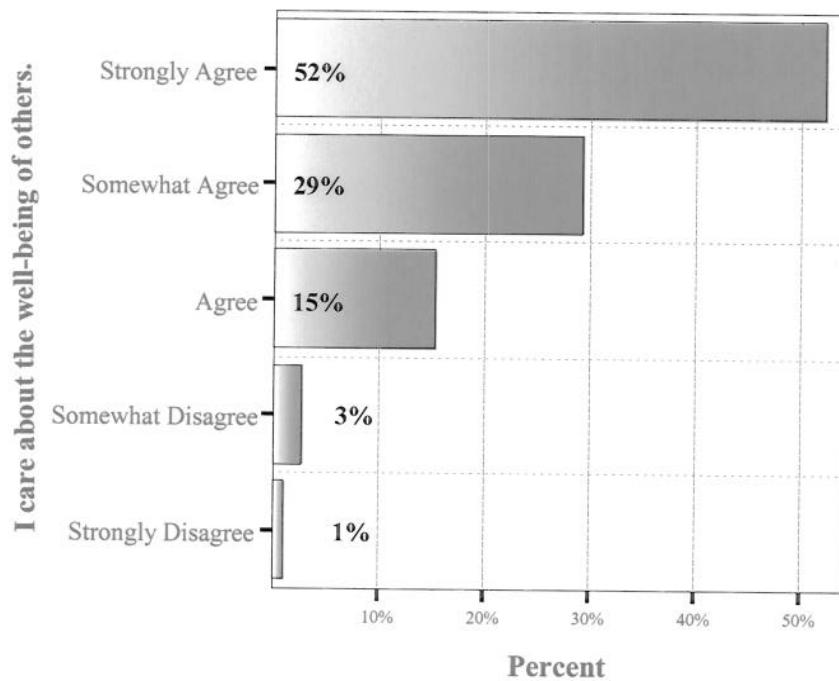


Pre-Test = Red chart

Post Test = Blue chart

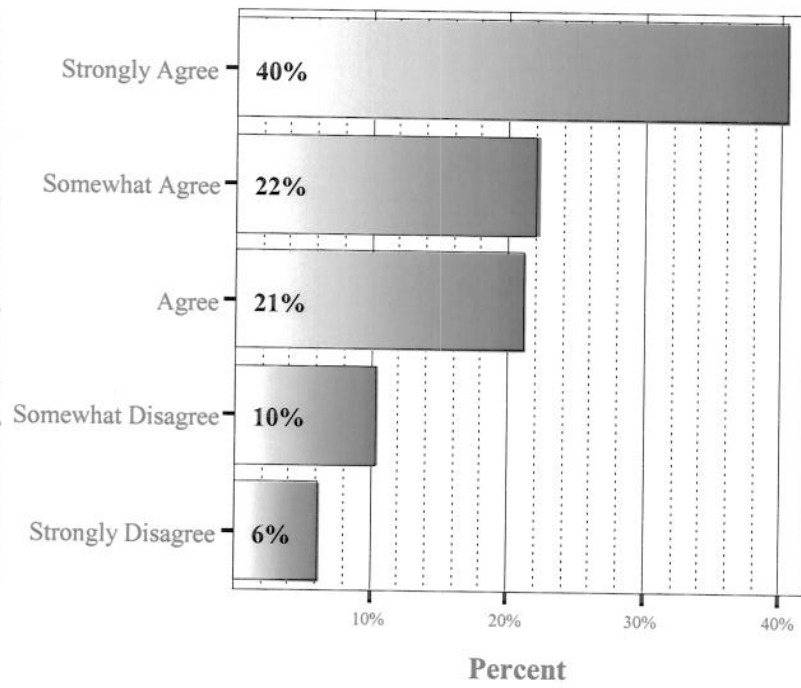


Pre



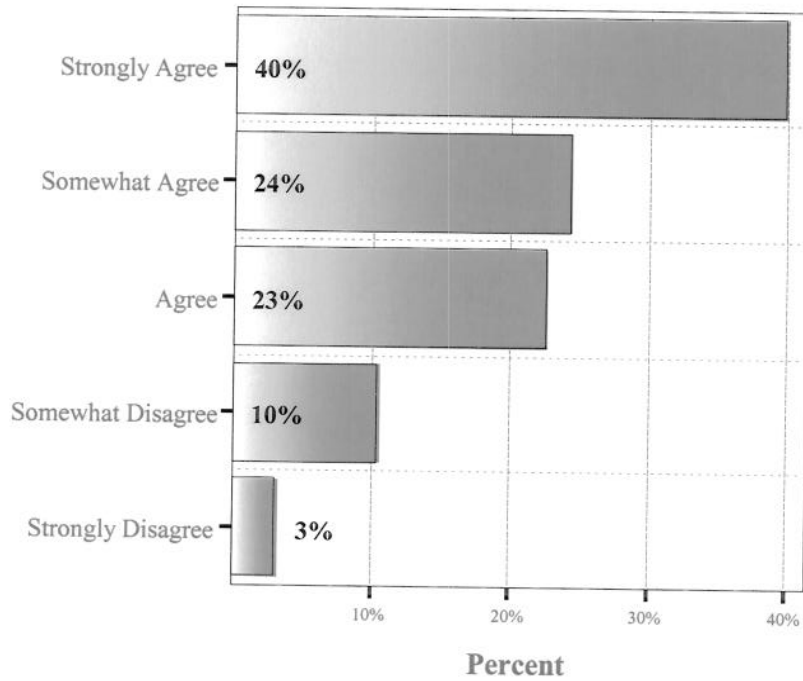
Post

I exercise my mind by reading, learning, etc.

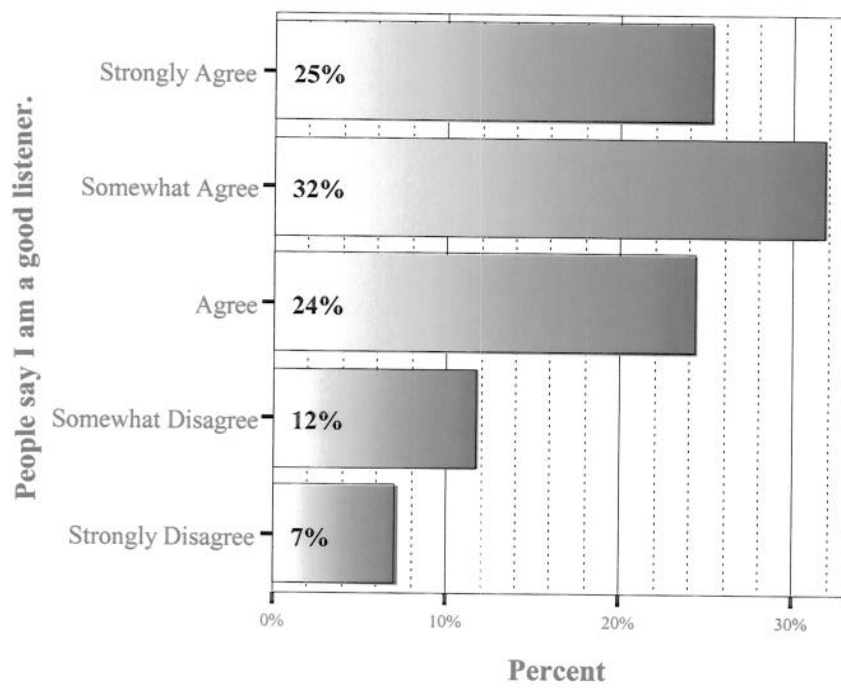


pre

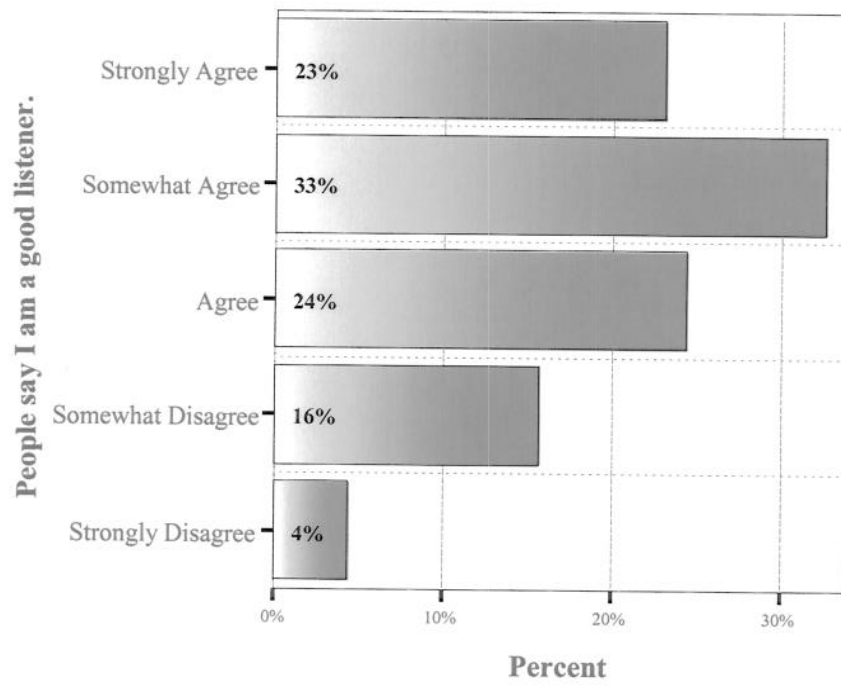
I exercise my mind by reading, learning, etc.



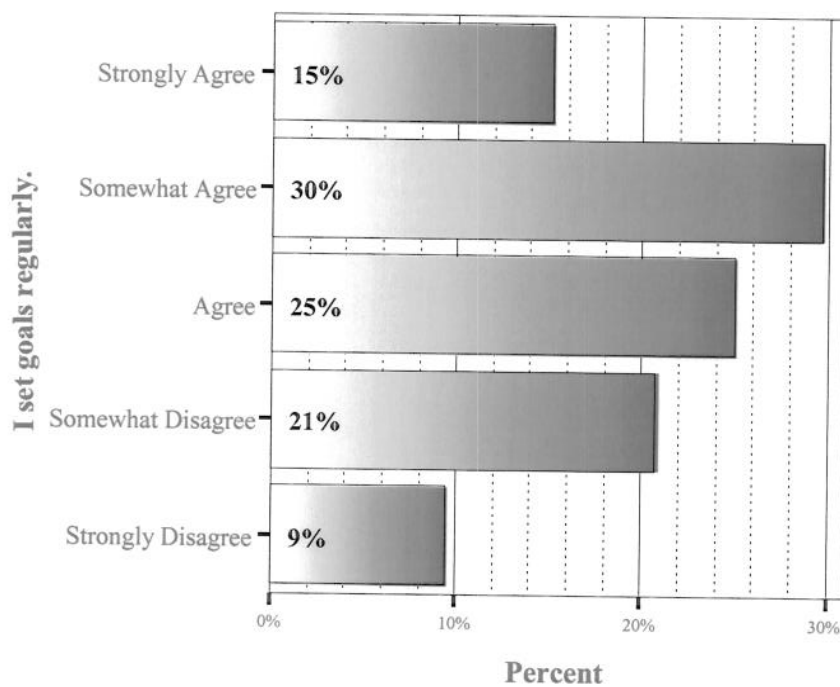
post



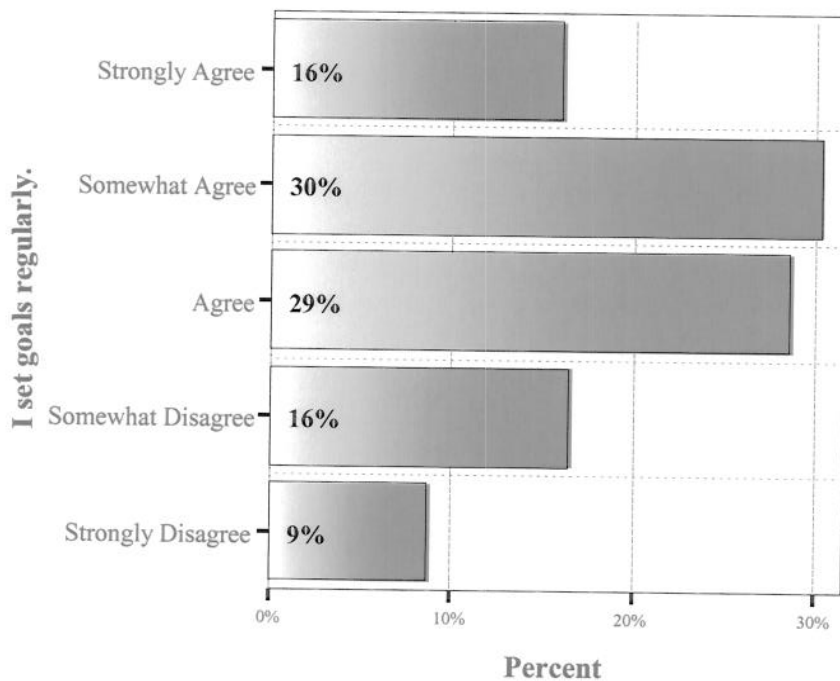
pre



post

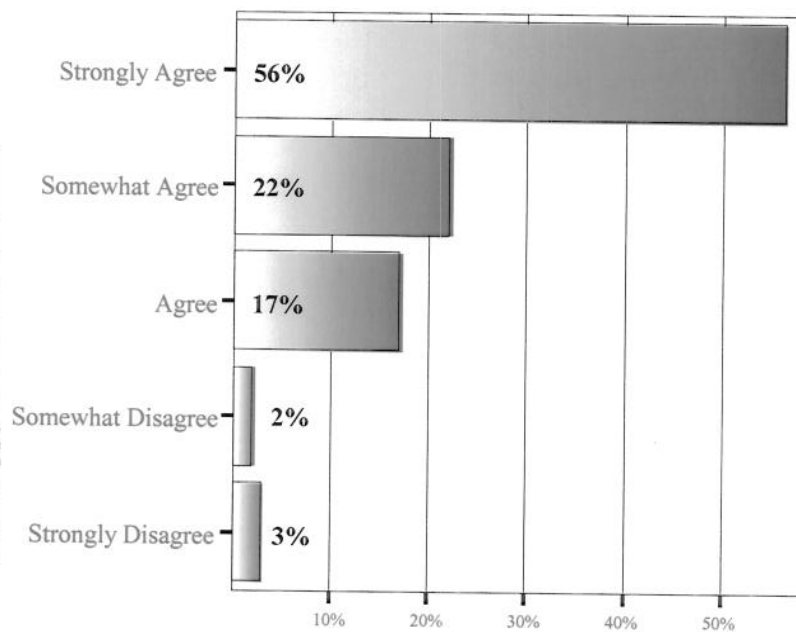


pre



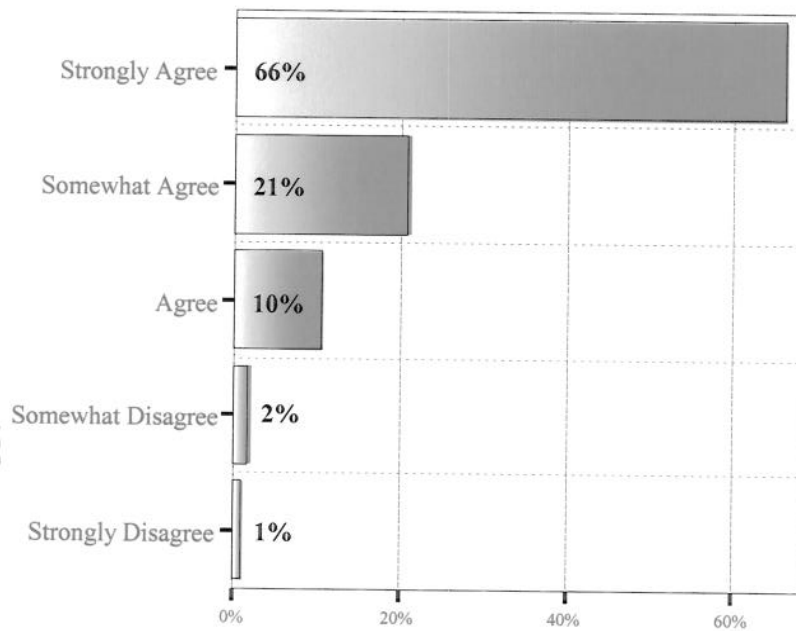
post

I am happy for friends when they do well.



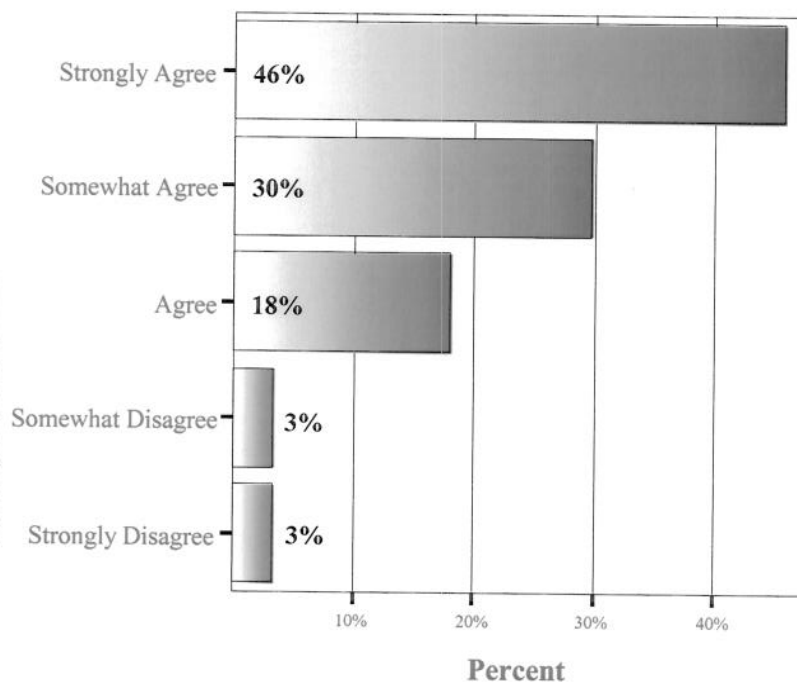
pre

I am happy for friends when they do well.



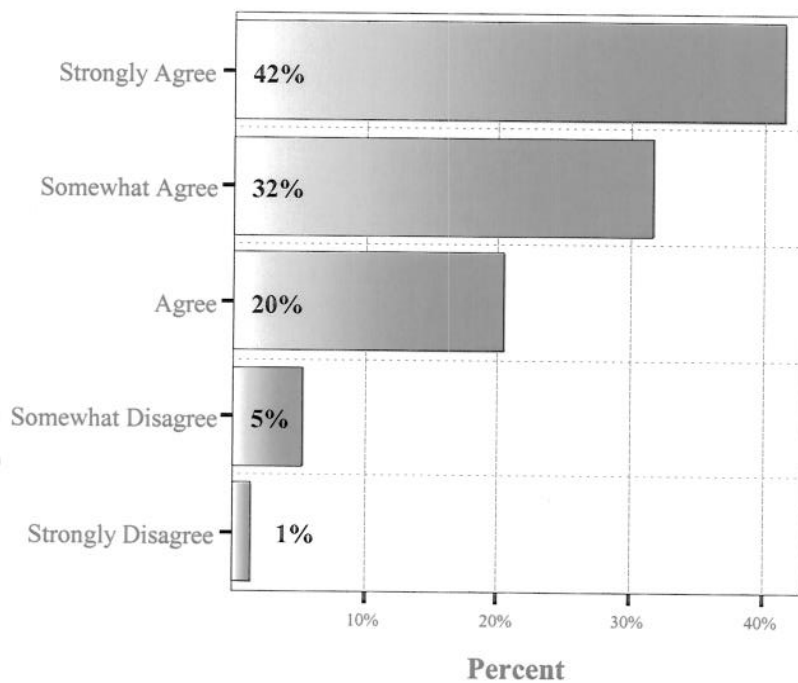
post

Other people often have valuable ideas.



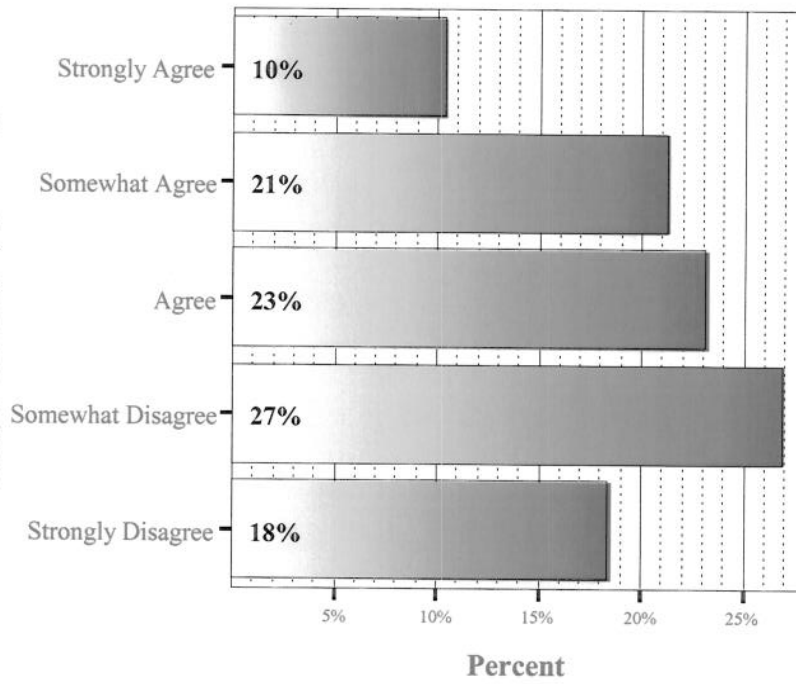
pre

Other people often have valuable ideas.



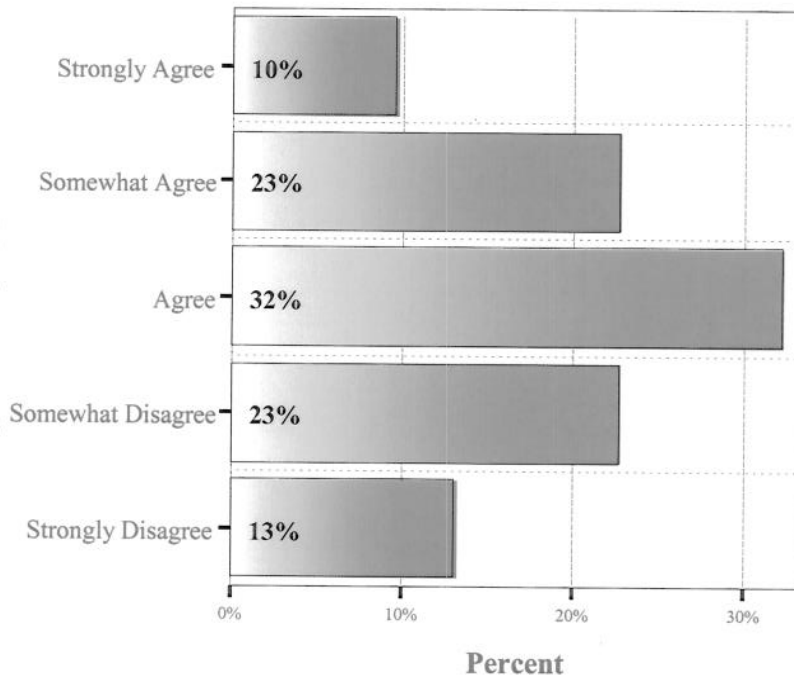
post

I begin each day by planning.

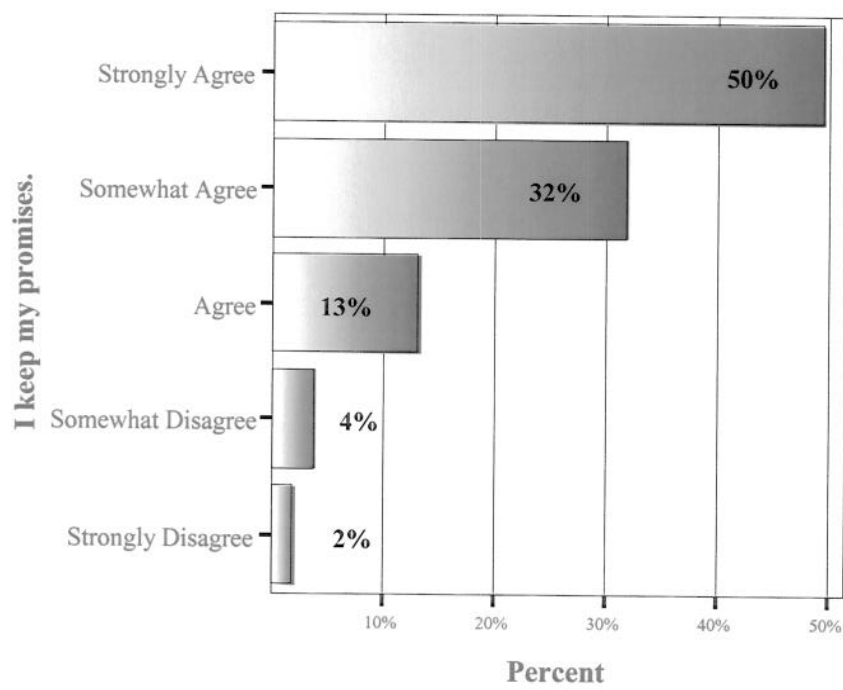


pre

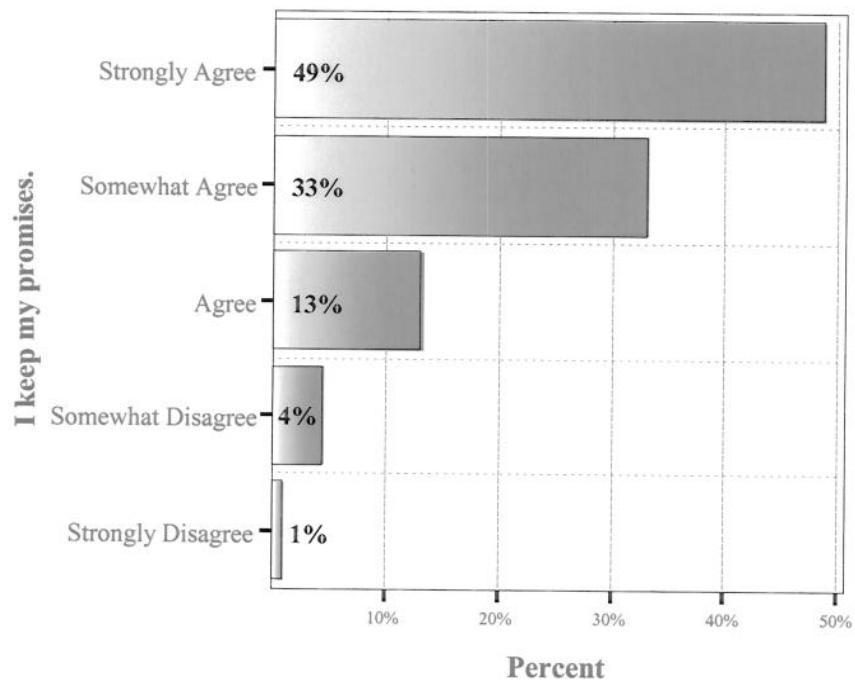
I begin each day by planning.



post

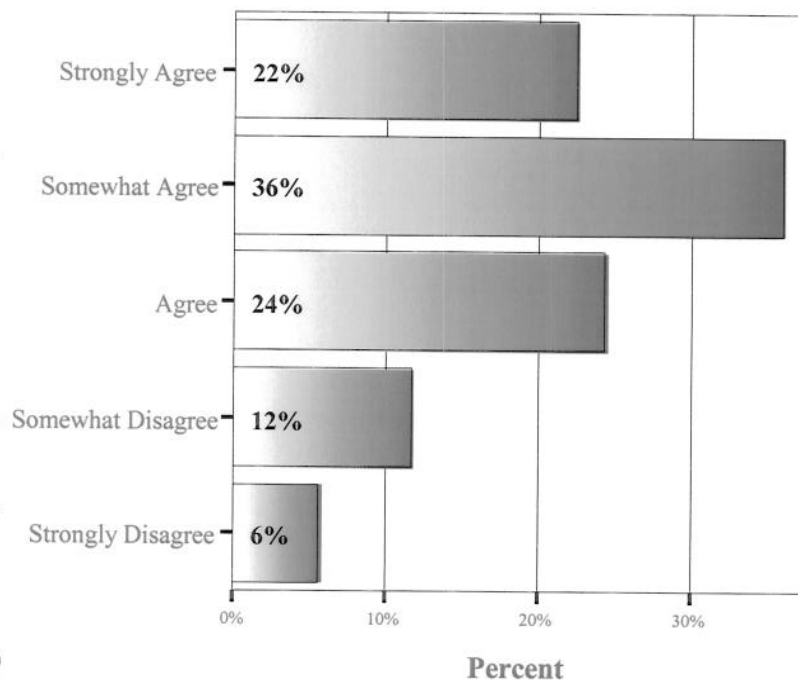


pre



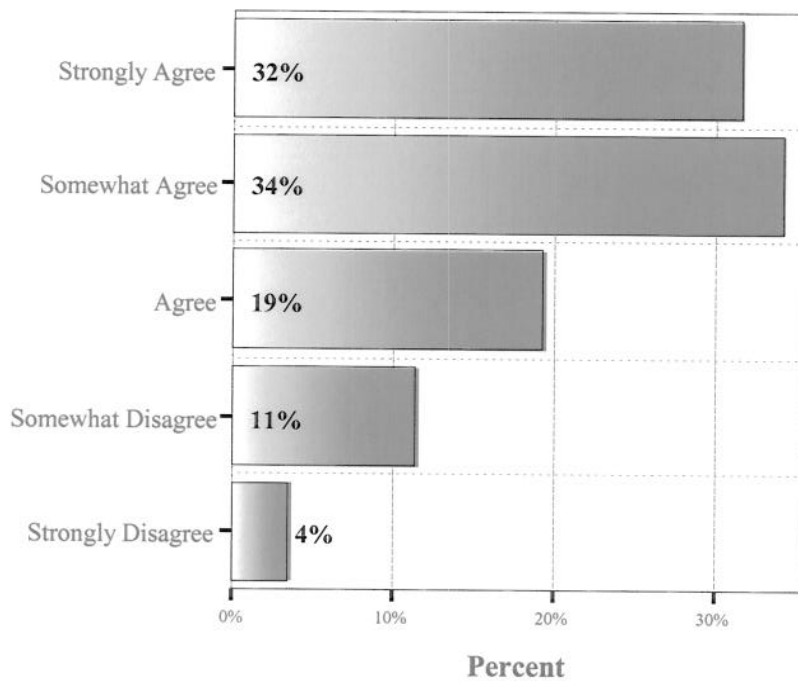
post

I prioritize my work, and do the most important things first.

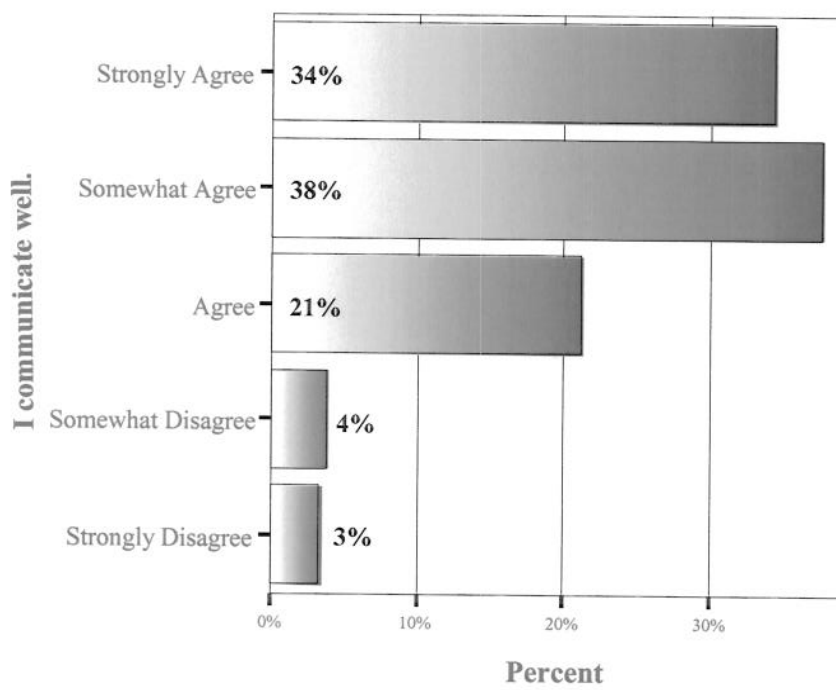


pre

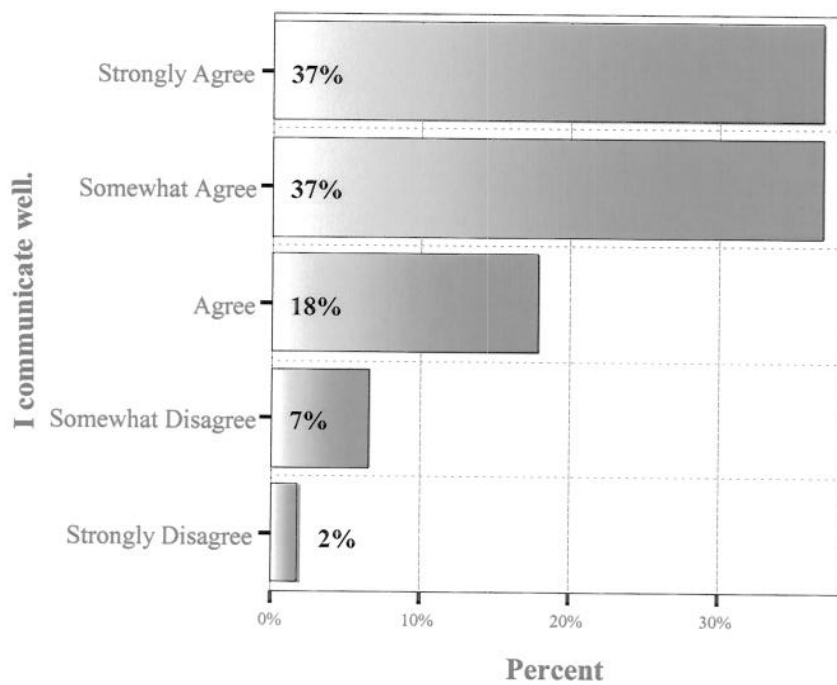
I prioritize my work, and do the most important things first.



post

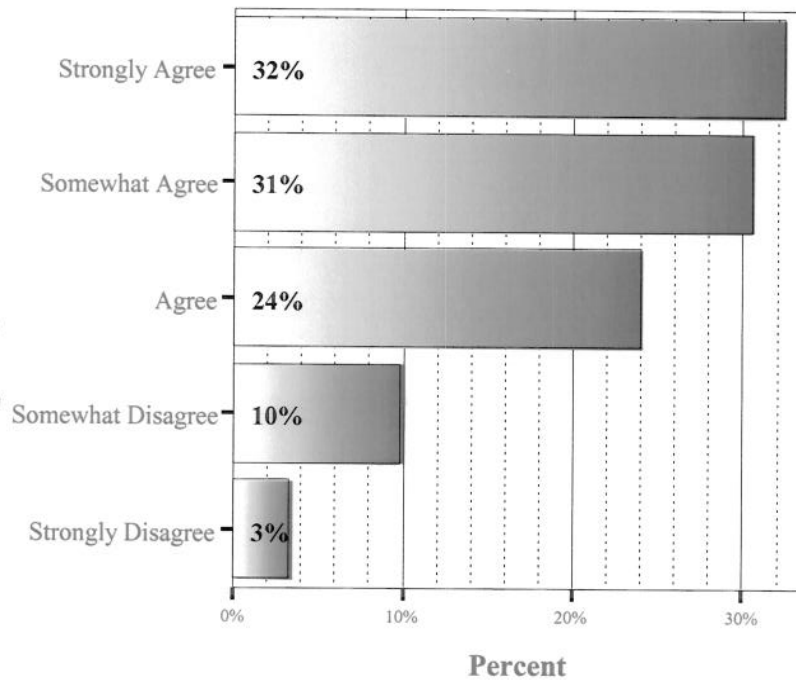


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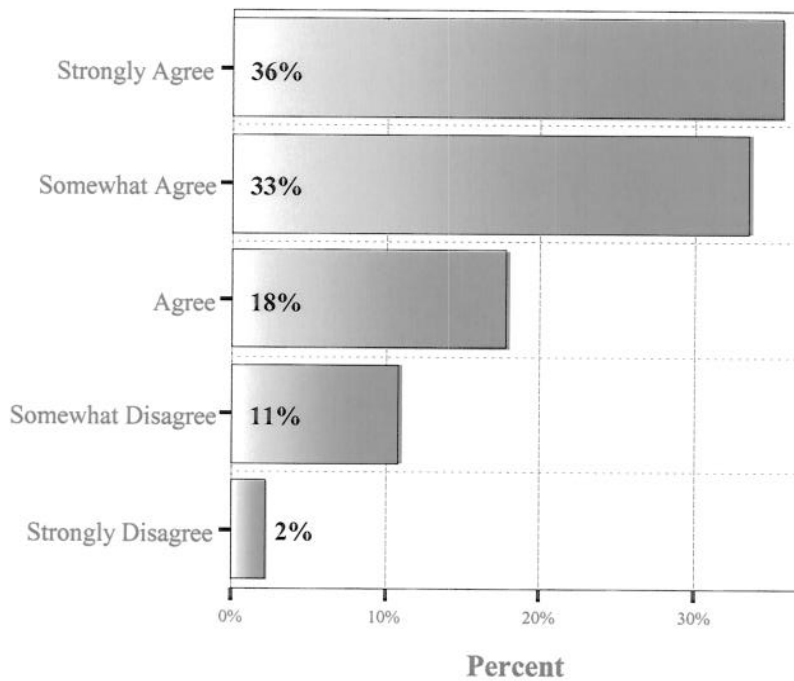
post

I exercise regularly and eat healthy foods.

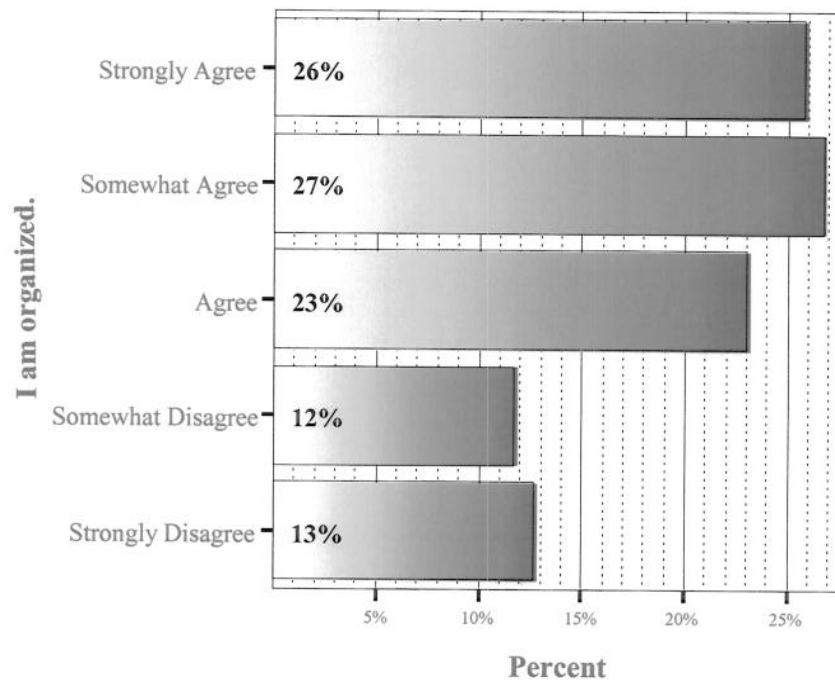


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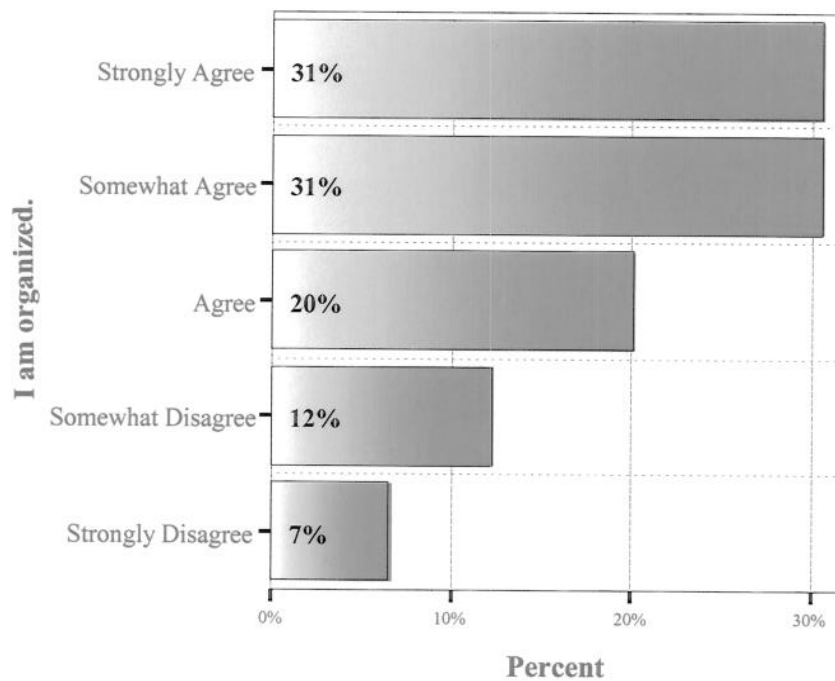
I exercise regularly and eat healthy foods.



post

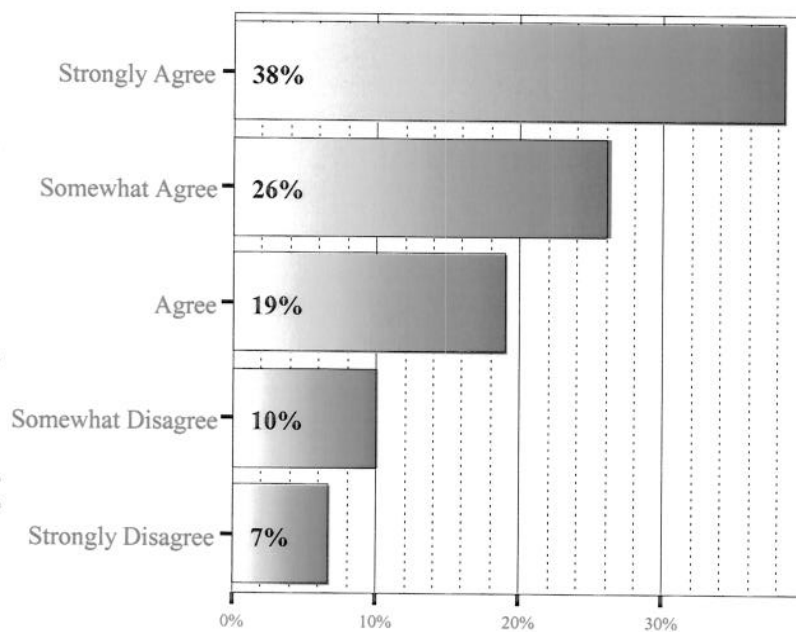


pre



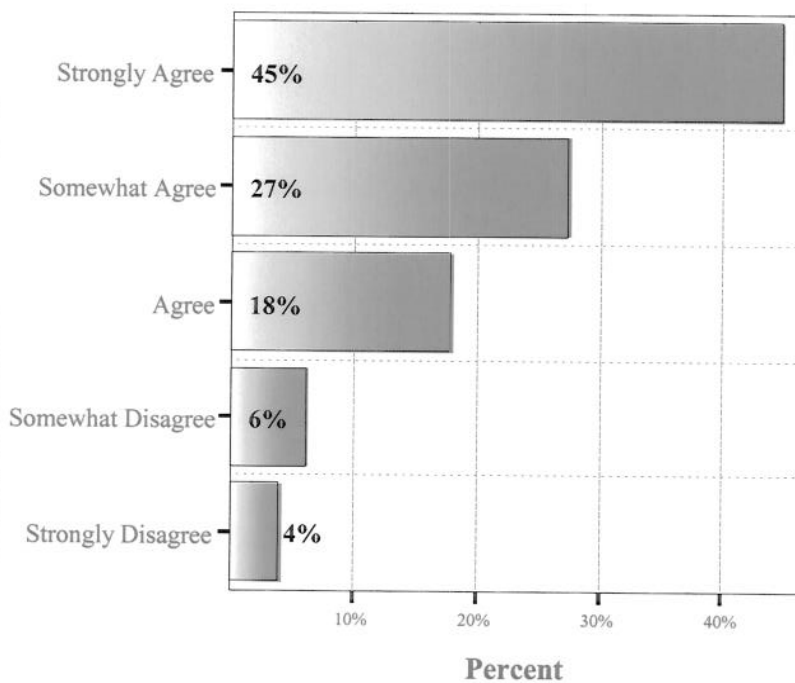
post

I enjoy working with others on projects.



pre

I enjoy working with others on projects.



past

Utah CGP- Closing the Gap Action Plan 2004-2005* *Small Group*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Bountiful Jr. High District Davis

Target Group: "Soar" Reading Student

Target Group selection is based on the following data/information/school improvement goal: BJH will implement a comprehensive literacy program to enable students to read at grade level & to write effectively for a specific task.

Intended Behavior	Utah CGP Student Outcome or Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
To improve 7 th grade individual reading levels & abilities. Students will follow the program administered by our trained teacher.	Our goal is to help each student reach reading level grade equivalent before leaving our Jr High. This 7 th grade program will launch them on their way to this goal.	One semester class administered by a trained professional.	Teacher will have the reading materials needed & will follow the program to assist students in improving their reading skills.	Pre + Post test	Aug 2004 Jan 2005	31

Kevin A. Sullivan
Principal's Signature

5-18-05
Date

Kevin A. Sullivan
Date of Staff Presentation

Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs



Utah CGP- Closing the Gap Results Report 2004-2005*

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School Bountiful Jr High

District Davis

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What do the data tell you? What can the student do with this now?
<u>LaMar Taylor</u>	<u>Soar Reading 7th Grade</u>	<u>Soar Reading materials</u> <u>Pre + Post test</u>	<u>Aug 2004</u> <u>Jan 2005</u>	<u>31</u>	<u>See attached sheet</u>	<u>See attached sheet</u>	<u>The data showed 54 areas of reading went up in grade equivalent - 32 stayed the same or went down. Each student saw what area they need to work on to improve reading ability.</u>

Principal's Signature _____

Date _____

Date of Staff Presentation _____

Prepared By LaMar Taylor

**Include actual numbers supporting conclusions and attach data, examples and documentation

*adapted from the ASCA National Model: A Framework for School Counseling Programs

Soar Reading Program

2004 - 2005

7th Grade

54 areas of reading (vocabulary - comprehension, + Scanning) improved.

34 areas stayed the same or went down.

Perhaps this program should be reviewed to see if the teacher could improve it's effectiveness.

Chelsea	Voc Comp Scan	5.6 3.3 4.4	No GE's 5.8 No GE's
Shari		3.8 3.0 3.8	4.9 3.3 4.2
Jackie		9.9 5.7 4.9	5.8 7.1 4.9
Lindsay		4.3 3.9 3.8	5.4 3.8 4.5
Allen		5.3 2.7 3.9	5.6 5.3 3.4
Bryan		4.3 7.4 4.5	4.4 7.5 5.3
Andrea		8.2 8.7 5.9	5.6 7.3 5.3
Brittany		5.4 7.7 5.5	8.7 8.8 PHS
Jayde		5.9 10.2 4.7	5.6 10.2 5.3
Garrett		5.6 PHS 7.4	PHS 10.9 4.9
Falakiki		4.1 3.7 4.2	5.4 8.3 9.3
Cody		7.4 5.4 7.7	10.3 7.8 5.5
Justy		2.6 2.6 3.2	No GE's
Kody		new student No Date	PHS 10.9 4.9

Standard Diagnostic Reading Test		Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	High School
Audrianna	Vocabulary	4.9								5.4
	Comprehension	3.6								5.1
	Scanning	3.8								4.1
Robert		7.4								7.2
		7.7								5.1
		7.1								7.2
Andrew		4.3								4.6
		3.2								no GE's
		4.2								4.5
Zach		4.4								10.3
		2.2								2.9
		3.8								4.7
Gabrielle		5.3								5.6
		5.9								5.4
		4.9								4.5
Blake		3.4								8.0
		2.5								4.2
		3.6								4.2
Colton		4.0								4.2
		2.5								2.9
		3.2								4.1
William		4.6								4.2
		2.1								2.2
		4.1								3.9
Ulyssa		4.4								4.6
		4.2								3.4
		3.8								4.2
Alan		5.9								5.4
		5.4								5.4
		4.4								4.5
Ariel		5.3								5.8
		5.7								3.7
		3.9								5.3
Alexis		5.4								8.0
		11.1								12.8
		5.5								5.3
Stephanie		5.6								5.8
		5.9								8.8
		4.4								4.4
Kayla										8.7
		no DATA								2.6
										5.2
Dakota		5.3								8.7
		3.5								5.7
		3.6								3.6
Walter		4.1								4.6
		4.2								5.8
		4.4								5.2
Kylie		5.4								8.0
		3.1								5.5
		4.7								4.4

Utah CGP-Guidance Activities Action Plan 2004-2005* (Large Group)

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Centerville Jr. High District Davis

Target Group:(whole school, entire class) Entire 8th grade

Target Group selection is based upon the following data/information/school improvement goals: 8th grade is the only grade not receiving a career guidance lesson and career inventory.

Intended Behavior/Result	Utah CGP Student Outcome or Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
We want the students to have a beneficial & educational experience related to careers. We want to know if we should offer the SDS in the future or explore other possibilities.	Centerville Jr. is focused on Complex Thinking as a Desired Result for Student Learning. The counselors will administer the SDS & accompanying Career Lesson to 8th graders with the goal of helping them apply their results to the world of work. We want them to see the relevance it has in their futures.	Counselors will go into the 8th grade English classes for two days. On day one we will administer the SDS. On day two we will have a Career Lesson.	<ul style="list-style-type: none"> Order SDS's Develop a Career Lesson All 3 Counselors 	We will use a Pre & Post Test	January 05	All 8th graders. Approximately 330 students.

Craig Hansen

5-17-05

5-17-05

Marni Willard

Principal's Signature

Date

Date of Staff Presentation

Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs



ENTERED

Utah CGP- Guidance Activities Results Report 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Centerville Jr. High District Davis

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What do the data tell you? What can the student do with this now?
Leona Murray Kendall Summers Marni Willard	All 8th graders	. SDS Booklets . Career Lesson Education & relation to income. Factors to Consider: Salary Benefits Education Safety Work Cond. Intrinsic Factors.	Jan. 6, 7 2005	The Pre Test was given on day one & 334 students took it. The Post Test was given on day two & 294 students took it.	(See Attached) We feel less Students took the Post Test because it was a Friday. We need to add a question to see if they understand the connection between interests & a career choice	The data indicates that students are more confident about their career choice after taking the SDS & hearing the lesson. Half of the students indicated they learned something new.	Most of the data was inconclusive. Many of the areas remained very close to the same. We gave students their SDS books & their SEOP's. We discussed the results w/ them & their parents. We hope the students will use their new knowledge as they explore careers in the future.

Craig Hansen

5-17-05

5-17-05

Marni Willard

Principal's Signature

Date

Date of Staff Presentation

Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers and attach data, examples and documentation

SDS DATA RESULTS:

How confident are you that you will work in the career field listed above?

Pre: 45 not sure

Pre: 182 somewhat sure

Pre: 103 sure

Are you more confident that you will work in that career field after taking the SDS?

Post: 202 more confident

Post: 89 not any more confident

Did your career choice change after taking the SDS?

Post: 65 changed

Post: 216 stayed the same

How much information do you know about the career field you chose?

Pre: 35 know little or nothing

Pre: 191 know something

Pre: 108 know and understand what the career field is like

Did you learn anything new about your career of choice after taking the SDS?

Post: 141 learned something new

Post: 150 did not learn anything new

How much impact do you feel your personality, interests, and abilities have on your career choice?

Pre: 6 no impact

Pre: 70 some impact

Pre: 257 greatly impacts

How much impact do you feel your personality, interests, and abilities have on your career choice?

Post: 11 no impact

Post: 75 some impact

Post: 170 greatly impacts

Post: 27 don't know

Do you feel that career surveys are beneficial to you in helping you make a career choice?

Pre: 234 Yes

Pre: 93 No

Do you feel that this career survey (SDS) was beneficial to you in helping you make a career choice?

Post: 198 Yes

Post: 93 No

	A		B	
#1	Career Choice Changed		Stayed the same	
#2	more confident		Not more confident	
#3			Didn't learn anything new about career	
	A = 11	some impact B = 75	greatly impacts C = 170	D = 27
#4	No impact			Don't know
	YES / A		NO / B	
#5	SDS Beneficial			

POST 2004-2005

SDS Not Beneficial

POST

65 =

more confident
202 =

141 =

Impact
Personality
Interests

198 =

= 216
291

= 89
291

= 150

291

291

93

291

Utah CGP- Closing the Gap Action Plan 2004-2005* (Small Group)

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Centerville Junior High District Davis

Target Group: Seventh graders who failed a core class and have not taken Parent/Teen

Target Group selection is based on the following data/information/school improvement goal: Continue support of the basic proficiencies in the areas of reading, math + core subjects.

Intended Behavior	Utah CGP Student Outcome or Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
Students will make up failed core classes + receive study skills to eliminate future failures (no F's).	DRSL's include more effective communication, responsible citizen who is information literate, a complex thinker and collaborator - all of which lead to a better understanding of and skills in life planning.	Parent/Teen is a student with parent remediation program held one night/week for 4 weeks. Students and parents cover Learning styles, study skills, etc. and are given core remediation lessons for students.	1 or more Counselors/teachers. Study skills instruction. Lessons in core subjects (math, English, science and social studies). Overhead, TV, screen, "Parable of the Cookies" manual. Lesson aides	Keep track and score completed assignments and track students who participate in Parent/Teen to see if their future grades improve.	Nov. 11, 2004 to May 5, 2005	25

Craig Hansen

Principal's Signature

5/10/05

Date

5-17-05

Date of Staff Presentation

Lena Murray

Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs



ENTERED

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School Centerville Junior High District Davis

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What do the data tell you? What can the student do with this now?
Leona Murray Marni Willard Kendall Summers	Seventh Graders who have failed one or more core classes 1 st , 2 nd +/or 3 rd terms.	"Parable of the Cookies" Manual Videos, handouts, etc. Learning Styles, Personality Profiles, Beliefs, Rules, Pledge Path, Test Taking, Study Skills Manual, Rewards, Remediation packets for math, English, Science + Soc. S.	3 sessions Nov. 11, 2004 to May 5, 2005 Nov. 11, 2004 to Dec. 9, 2004 Jan. 27, 2005 to Feb. 17, 2005 Apr. 7, 2005 to May 5, 2005	16 Students	40 Students in 7 th Grade failed classes. 16 Students took Parent/Teen. 1 st , 2 nd and 3 rd term grades were used.	15 students Completed Parent/Teen with 10 more parents. Students remediated 11 classes. 94% of the students did not fail +/or increased g.p.a. in following terms.	Parent/Teen helps equip students with the knowledge and skills to be PRODUCTIVE, ACCOUNTABLE, and RESPONSIBLE CITIZENS in an ever-changing world.

Craig Hansen
Principal's Signature

5/10/05
Date

5-17-05
Date of Staff Presentation

Leona B. Murray
Prepared By
**Include actual numbers supporting conclusions and attach data, examples and documentation

*adapted from the ASCA National Model: A Framework for School Counseling Programs

SEOP HISTORY SUMMARY

Conference Date: 25-AUG-2004 thru 29-APR-2005

CENTERVILLE JR HIGH 406

Grade	Students Attending SEOP		Number of Parents Attending			
	Yes	No	0	1	2	
100% Seventh Grade	329	0	48	252 +	29	85.4%
100% Eighth Grade	334	0	47	261 +	26	86%
100% Ninth Grade	307	0	84	205 +	18	73%
970			= 791			≈ 82%

Copy for Diana Davis 2004-05

Centerville Jr. High
Leona Murray
Lendall Summers +
Marni Willard

CGP Review Summary 2004-2005

Areas of focus for 2005-2006

- Align Comprehensive Guidance goals with school improvement plan.
- Obtain training toward AI/AN professional development.
- Improve and update the Counseling Center webpage.
- Put a current calendar on CC webpage.
- Time and task records for all three counselors.
- Meet quarterly with Viewmont High School counselors.
- Start Steering Committee.
- Evidence in PTSA and Community Counsel that purpose and goals of CGP are discussed.
- Evidence that counselors participate on school improvement team.
- Do a data project that contributes to DRSL's.
- Evidence showing that counselors are available for individuals needs. (Calendar shows that SEOP's, etc. are scheduled so a counselor is always available. We could implement the mailbox idea.)
- Data evidence is used to determine effectiveness of TLC program.
- Need a written rationale about student and parent needs has been developed for individual and small group SEOP's.
- All school personnel understand their roles and contributions to the SEOP process (Discuss SEOP's in staff development).
- Work on four year plans with students and have evidence.

Again, these are CCH Counseling Center's goals for 2005-2006. I thought you might like to see these. We're working on these for our Comprehensive Guidance Review next year.

*We appreciate you,
Leona Murray
5/17/05*

Utah CGP-Guidance Activities Act. Plan (Large Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Central Davis Junior High School District Davis

Target Group:(whole school, entire class) Incoming 7th Grade Students for 2005-2006 School Year.

Target Group selection is based upon the following data/information/school improvement goals: Student success interventions and reading emphasis as outlined in the school Student Improvement Plan.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders. . ."	Start/End Dates	Projected # of Students Impacted
Students were oriented and assessed at CDJH for correct placement in reading and keyboarding.	AL:A PS:A1	Keyboarding skill timed and assessed in the computer lab. Reading level evaluated by SRI assessment in computer lab. Music performances (band, orchestra, and choir) presented in armory. Orientation of CDJH given by counselors.	Reading Teachers Music Teachers Administration Counselors All worked together to coordinate the smooth transition of activities for elementary students.	Survey from elementary teachers, counselors, and principals involved. Track number of class changes for keyboarding and reading.	March 3 & 4	360 sixth grade students from elementary schools.

Wayne Bertelme
Principal's Signature

6/3/2005
Date

Sally S. Cannon
Date of Staff Presentation

Sally S. Cannon
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs




Utah CGP-Guidance Activities Result Report (Large Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School **Central Davis Junior High School**

District **Davis**

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Coordinated effort by all counselors: S. Cannon R. Key C. Petersen	Incoming 7 th grade students from feeder elementary schools	SRI Reading Assessment 2 minute keyboarding assessment Musical Performances Counselor Orientation to junior high school	March 3 & 4	360	Elementary staff voiced need to change orientation. Junior high staff desired better assessments in reading and keyboarding.	Survey... overwhelming consensus of "agree to strongly agree" that orientation and assessments were worthwhile and should be continued each year. Tracking of students will continue through school year.	Program should be continued. Look for alternate keyboarding assessment. Prepare students better for the experience.


Principal's Signature

6/3/2005
Date

Date of Staff Presentation

Sally S. Cannon
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers and attach data, examples and documentation

**Results for
Elementary Principal, Counselor, and 6th Grade Teachers Survey
for
Central Davis Junior High's 7th Grade Orientation**

1 = strongly disagree 2 = disagree 3 = agree 4 = strongly agree

- | | | | | | |
|----|--|-------|-------|-------|--------|
| 1. | Our 6 th grade elementary students gained useful information about Central Davis Junior High. | 1 (0) | 2 (0) | 3 (1) | 4 (22) |
| | | | | | |
| 2. | Visiting CDJH helped our students feel more comfortable about going into junior high. | 1 (0) | 2 (0) | 3 (1) | 4 (22) |
| | | | | | |
| 3. | Having the band, orchestra, and choir perform in one setting provided our students with enough information about the 7 th grade fine arts registration choices. | 1 (1) | 2 (0) | 3 (1) | 4 (22) |
| | | | | | |
| 4. | The reading assessment (SRI) and the keyboarding assessment should provide valuable placement information for registration needs. | 1 (0) | 2 (0) | 3 (3) | 4 (20) |
| | | | | | |
| 5. | The 7 th Grade Orientation at CDJH should be done in a similar way each year. | 1 (0) | 2 (0) | 3 (0) | 4 (23) |

Comments:

Utah CGP - Closing the Gap Action Plan (Small Group) 2004 - 2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School: Central Davis Junior High

District: Davis School District

Target Group: At-Risk students identified by teachers, failing grades, low attendance, non proficient CRT scores in Math and LA, etc.

Target Group selection is based on the following data/information/school improvement goal: Student success interventions as outlined in the school Student Improvement Plan.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders ..."	Start/End Dates	Projected # of Students Impacted
Increase GPA by .50	AL:A, B; PS:B	Local Case Management Cub Academy Transition Math Lab Language Arts Lab	Gang Grant funds Classrooms Local Case Management Training Training for Cub Academy and Transition teachers	Grade comparisons from the date of referral of students involved in the intervention through the end of third term	September 1, 2004 through May 2, 2005	60

Haupt Bertelsen

6/3/2005

Christina R

Principal's Signature

Date

Date of Staff Presentation

Prepared By

* adapted from the ASCA National Model: A Framework for School Counseling Programs



Utah CGP – Closing the Gap Results Report (Small Group) 2004 – 2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School: Central Davis Junior High

District: Davis District

Counselors: Sally Cannon, Roger Key, Christina Petersen

Target Group: Students at risk for gang activity, students with three or more failing grades and students not proficient in language arts and mathematics.

Curriculum and Materials: Reconnecting Youth, Gang Prevention, Student Assistance Program, organizational and study skills in Transition Skills and Cub Academy classes

Start Date: September 1, 2004

End Date: May 2, 2005

Process Data (Number of students affected):**

7th Grade – 19; 8th Grade – 37; 9th Grade – 40

Perception Data (Pre and post test competency attainment or student data):**


Students report that Cub Academy and Transition Skills offer them a safe place during the day. The classes have at most a 12:1 ratio. Students feel comfortable with the teacher and feel that the teacher cares about and respects them.

Results Data (Changes in behavior, grades, attendance, including achievement related data, and/or skills/competency data):** Ninety-six students were served. During the course of the school year, twenty students moved or changed schools. The following data pertains to a total of seventy-six students. Looking at grades from the time a student was referred until the end of third term (or midterm of 4th term for those students referred after third term) the average grade point average change was an increase of .19. Looking at each grade individually, the biggest impact was in the 9th grade with an average grade point increase of .426 and the least impact in the 7th grade with a total decrease in grade point average.

Implications (What does the data tell you? What can the students do with this now?):

According to the data, 42% of 7th graders, 66% of 8th graders and 76% of 9th graders improved their grade point averages. This would seem to indicate that they developed skills to help them be more successful in school in terms of grades such as organizational skills, study skills, homework completion, etc. These students should be able to maintain the current level of grades and may be able to improve in following terms.

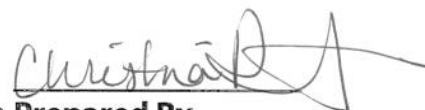
The data also indicates that the effectiveness of the program varies greatly by students' grade level. Eighth and ninth graders were much more likely to improve their grades with ninth graders showing a much greater gain overall than seventh and eighth graders. This may be a natural occurrence given that ninth graders know that their grades are "counting" and they are earning graduation credits. Although none of the grades reached the goal of a .50 increase overall, 25% of 7th graders, 29% of 8th graders and 35% of 9th graders did increase their grade point average by .50.



Principal's Signature

6/3/2005

Date



Date of Staff Presentation Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers supporting conclusions and attach data, examples and documentation

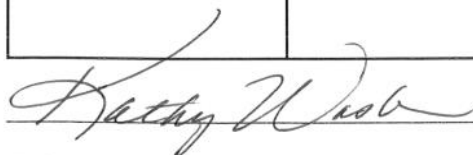
UTAH CGP Guidance Activities ion Plan (Small Group) 2004-2005

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005
 School Fairfield Junior High School District Davis

Target Group (whole school, entire class) Counseling Center Assistants

Target Group selection is based upon the following data/information/school improvement goals CGP Student Outcome Standards and Student Learning Goals from the school improvement plan.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the DRSL for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results?)	Start/End Dates	Projected # of Students Impacted
<p>Have our Counseling Assistants benefitted from their semester of participation in the Counseling Department?</p> <p>Because many of these students have major school/life issues we wanted to see if our style of intervention was helpful to them.</p>	<p>All ten CGP student outcome standards and their supporting competencies.</p> <p>All five student learning goals identified on our school improvement plan.</p>	<p>Positive daily intervention: -Students touch base with one member of the counseling team each day.</p> <p>-Students are provided with a daily status report and have the opportunity to complete work due during the period spent in the Counseling Center.</p> <p>-Students are provided with tutoring from all Counselors and support staff.</p> <p>-Students are provided emotional support from all Counselors and support staff.</p> <p>-Students form positive relationships with adult mentors who are genuinely invested in their performance and well-being.</p>	<p>3 Counselors</p> <p>2 Secretaries</p> <p>2 Interns</p>	<p>Attendance</p> <p>Tardies</p> <p>ISS time</p> <p>Days Suspended</p> <p>Discipline referrals</p> <p>GPA</p> <p># of F's</p>	<p>August 2004 to June 2005</p>	<p>Up to 7 students per semester.</p>



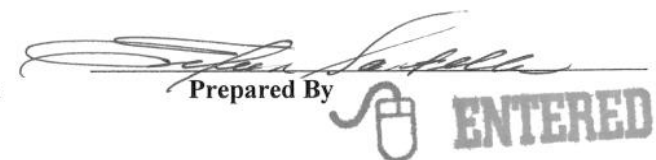

Principal's Signature

5/31/05

Date

Sept. 2005

Date of Staff Presentation


 Prepared By  **ENTERED**

UTAH CGP Guidance Activities Report's Report (Small Group) 2005-2006

Due to USOE June 15th, 2005

School Fairfield Junior High School

District Davis

Counselor	Target Group	Curriculum and Materials	Start/End Dates	Process Data (Number of students affected)	Perception Data (Student Data)	Results Data (Changes in behavior, grades, attendance, including achievement/related data, &/or skills/competency data)	Implications (What does the data tell you? What can the student do with this now?)
Mary Ann Thurgood Jesse DeHay Lauren Cash Eileen Santella Kathy Poissot Sandy Kariya Jannelle LaFontaine	12 Counselor Assistants Students at all grade levels. Most are currently experiencing significant academic, social and personal problems.	Based on research, we know that positive relationships will provide the basis for learning. The Counseling Center provided a positive, consistent, safe, unconditional learning environment to deal with all aspects of the students' social, emotional and educational needs. Specific Interventions: -Tutoring -Counseling -Active Listening -Feedback -Positive Reinforcement	August 2004 to June 2005	9 th graders: 7 8 th graders: 1 7 th graders: 4	Data on Behavior/Grades/Attendance; Achievement Data; Achievement-related Data; and Skills/Competencies. Data was collected on each student for each term of the school year 2004-2005. (See attached sheet: Highlighted data represents the semester the students were with us in the Counseling Center.)	Based on research, students who have made a social/emotional connection have been shown to have improved attitudes, behavior and performance. Our results support that conclusion (see attached). -Absences decreased an average of 44%. -Tardies decreased an average of 68%. -ISS periods decreased an average of 16%. -Days suspended decreased an average of 67%. -Discipline referrals decreased an average of 81%. -Average GPA's increased from 2.163 to 2.643. -# of F's decreased an average of 60%.	Students had an increase in their emotional learning as well as in their academic performance. They are better equipped to: -recognize and manage emotions -care about others -make good decisions -behave ethically and responsibly -develop positive relationships -avoid negative behaviors They have greater attachment, engagement and commitment to school.

Principal's Signature

Date

Date of Staff Presentation

Prepared By

**Fairfield Junior High School
Closing the Gap
Small Group Results Report Data
2004 – 2005**

Absences by period 1st Semester CA's	Term 1	Term 2	Term 3	Term 4
D B	No info		Moved	
M M	28	21	0	7
M G	5	61	0	19
J C	30	9	17	1
K M	10	1	18	8
<i>Totals</i>	73	92	35	35

Absences by period 2nd Semester CA's	Term 1	Term 2	Term 3	Term 4
C T	0	74	3	0
D C	64	51	47	20
J T	25	29	61	18
R M	7	8	15	0
R S	55	88	42	1
K G	36	102	47	19
B L	58	47	81	56
<i>Totals</i>	245	399	296	113

- Absences for Semester 1 group increased an average of 20%
- Absences for Semester 2 group decreased an average of 61%
- *Absences for Counseling Assistants in both groups decreased an average of 44% during their semester spent in the Counseling Center.*

Tardies by period 1 st Semester CA's	Term 1	Term 2	Term 3	Term 4
D B	No information available		Moved	
M M	0	0	1	0
M G	17	8	6	4
J C	0	0	0	0
K M	4	1	4	1
Totals	21	9	11	5

Tardies by period 2 nd Semester CA's	Term 1	Term 2	Term 3	Term 4
C T	0	0	0	0
D C	3	9	5	7
J T	4	0	1	0
R M	15	12	3	1
R S	2	2	13	1
K G	7	30	29	4
B L	5	6	3	2
Totals	36	59	54	15

- Tardies for Semester 1 group decreased an average of 57%
- Tardies for Semester 2 group decreased an average of 72%
- *Tardies for Counseling Assistants in both groups decreased an average of 68%*

ISS (in-school suspension) periods 1 st Semester CA's	Term 1	Term 2	Term 3	Term 4
D B	No information available		Moved	
M M	0	0	0	0
M G	2	14	0	10
J C	0	0	0	0
K M	0	0	0	0
<i>Totals</i>	2	14	0	10

ISS (in-school suspension) periods 2 nd Semester CA's	Term 1	Term 2	Term 3	Term 4
C T	0	0	0	0
D C	0	0	0	0
J T	0	0	0	0
R M	0	0	0	0
R S	5	6	0	5
K G	0	18	23	2
B L	0	0	0	0
<i>Totals</i>	5	24	23	7

- In school suspensions for Semester 1 group increased an average of 85%
- In school suspensions for Semester 2 group decreased an average of 70%
- *In school suspensions for Counseling Assistants in both groups decreased an average of 16%*

Days Suspended 1 st Semester CA's	Term 1	Term 2	Term 3	Term 4
D B	0	0	Moved	
M M	0	0	0	0
M G	0	0	0	0
J C	0	0	0	0
K M	0	0	0	0
Totals	0	0	0	0

Days Suspended 2 nd Semester CA's	Term 1	Term 2	Term 3	Term 4
C T	0	0	0	0
D C	0	0	9	1
J T	0	0	0	0
R M	0	0	0	0
R S	0	0	0	0
K G	0	1	0	2
B L	0	0	0	0
Totals	0	1	9	3

- # of days suspended for Semester 1 group remained unchanged at 0
- # of days suspended for Semester 2 group decreased by 67%
- *# of days suspended for Counseling Assistants in both groups decreased by 67%*

Discipline referrals 1 st Semester CA's	Term 1	Term 2	Term 3	Term 4
D B	0	0	Moved	
M M	0	0	0	0
M G	0	0	0	3
J C	0	0	0	0
K M	0	0	0	0
Totals	0	0	0	3

Discipline referrals 2 nd Semester CA's	Term 1	Term 2	Term 3	Term 4
C T	0	0	0	0
D C	2	2	1	0
J T	0	0	0	0
R M	3	2	1	1
R S	Not at FfJH		2	0
K G	3	16	12	2
B L	1	1	0	0
Totals	9	21	16	3

- Discipline referrals for Semester 1 group remained unchanged at 0
- Discipline referrals for Semester 2 group decreased by 81%
- *Discipline referrals for Counseling Assistants in both groups decreased by 81%*

Student GPA 1st Semester CA's	Term 1	Term 2	Avg GPA 1st Sem.	Term 3	Term 4	Avg. GPA 2nd Sem
D B	2.555	2.800	2.677	Moved		
M M	2.777	2.999	2.888	3.190	3.521	3.355
M G	1.901	2.611	2.256	2.476	1.426	1.951
J C	2.389	2.389	2.389	2.722	2.396	2.559
K M	3.083	3.066	3.074	2.555	2.498	2.527
Average GPA	2.541	2.773	2.657	2.735	2.460	2.598

Student GPA 2nd Semester CA's	Term 1	Term 2	Avg GPA 1st Sem.	Term 3	Term 4	Avg. GPA 2nd Sem
C T	4.0	4.0	4.0	4.0	4.0	4.0
D C	2.285	1.047	1.666	0.166	1.773	.9695
J T	3.190	3.142	3.166	3.111	3.273	3.192
R M	0.523	1.619	1.071	1.944	1.998	1.971
R S	1.551	1.809	1.680	2.722	3.666	3.194
K G	1.19	0.00	0.595	0.476	2.198	1.126
B L	0.428	0.666	0.547	0.833	0.943	0.888
Average GPA	1.881	1.817	1.849	1.893	2.550	2.222

- Average GPA for Semester 1 group increased from 2.541 to 2.773
- Average GPA for Semester 2 group increased from 1.893 to 2.550
- *Average GPA for Counseling Assistants in both groups increased from 2.163 to 2.643*

# of F's 1 st Semester CA's	Term 1	Term 2	Term 3	Term 4
D B	1	0	Moved	
M M	0	0	0	0
M G	1	0	0	2
J C	0	0	0	0
K M	0	0	0	0
Totals	2	0	0	2

# of F's 2 nd Semester CA's	Term 1	Term 2	Term 3	Term 4
C T	0	0	0	0
D C	0	2	5	0
J T	0	0	0	0
R M	5	2	1	1
R S	2	0	0	0
K G	4	7	4	2
B L	4	5	3	3
Totals	15	16	13	6

- # of F's for Semester 1 group decreased an average of 200%
- # of F's for Semester 2 group decreased an average of 54%
- # of F's for Counseling Assistants in both groups decreased an average of 60%

Utah CGP-Guidance Activities Actio. , Plan (Large Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Farmington Jr. H. District Davis

Target Group:(whole school, entire class) 8th Grade

Target Group selection is based upon the following data/information/school improvement goals: Interventions for Student Success:

#6 Strengthen Connection between subjects #c Strengthen career development program.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders. . ."	Start/End Dates	Projected # of Students Impacted
Students will become aware of opportunities available at DATE that may be appropriate for them to become involved in. Students will understand the relationship between GPA & educational opportunities	-Expand Knowledge (DRE) -Students will explore the world of work (CGP)	DATE tour for all 8 th grade students.	1 Counselor PTA volunteers	SEOP conferences & Report Cards	OCT 1 - JAN. 13	377

[Signature]
Principal's Signature

5-20-05
Date

Date of Staff Presentation

Susan Gled
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs



Utah CGP-Guidance Activities Result Report (Large Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Farmington J. H.

District Davis

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
S. Glead	8 th Grade Students	Trip to DATC 1 st to 2 nd Term Grades	Oct. 1 - Jan 13 Trip - Nov 18	377	18 Students were aware of the DATC	55% requested DATC training on SEDP 42% improved their GPA following the trip	The DATC tour was only one of many factors influencing GPA. The dramatic increase in awareness & interest in DATC attendance was due to students' 1 st hand experience.

Principal's Signature

5-20-05

Date

Date of Staff Presentation

Susan Glead

Prepared By

**Include actual numbers and attach data, examples and documentation

*adapted from the ASCA National Model: A Framework for School Counseling Programs

Utah CGP- Closing the Gap Result Report (Small Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Farmington Jr H.

District Davis

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
S. Alred	15 Students having difficulty in ACA Prep or ACA	Math Texts	Oct 2004 - Jan 31, 2005	15 Students all grades	Completed Grades + work Completed 1st to 2nd term.	<u>GRA</u> 5 Stayed same 4 improved 6 decreased <u>Work Completion</u> 3 Stayed same 6 improved 6 decreased	The class was taught differently than we expected. Homework help was not the focus. Results shows students needed more help w/ homework.

Principal's Signature

5-20-05

Date

Date of Staff Presentation

Susan Alred

Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers supporting conclusions and attach data, examples and documentation

ENTERED

Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Farmington Jr. H.


District Davis

Target Group: Students w/ low grades in ALG + ALG PREP.

Target Group selection is based on the following data/information/school improvement goal: low grades in math

School Improvement Goal: Interventions for Student Success #3 Ensure equal opportunity for High School graduation.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders. "	Start/End Dates	Projected # of Students Impacted
Students will strengthen math skills as evidenced by improved Grades + Completing More assignments	<ul style="list-style-type: none"> Acquire skills for Improving learning. (CGP) Expanding Knowledge (Desi) 	Create a math lab class where students can get help w/ assignments + additional explanation of math concepts	Math teacher	Grades + assignment Completion	Oct 2004 - Jan 31, 2005	15 Students all grades


Principal's Signature

5-20-05
Date

Date of Staff Presentation

Susan Alred
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

Utah CGP-Guidance Activities Action Plan 2004-2005* (Large Group)

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005
 School Kaysville Jr. High District Davis

Target Group:(whole school, entire class) 7th Grade

Target Group selection is based upon the following data/information/school improvement goals: To provide for opportunities for student involvement and success

Intended Behavior/Result	Utah CGP Student Outcome or Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
<ul style="list-style-type: none"> • Help 7th grade students in being placed in appropriate math class. • This will help students in being successful in math and not disrupting their schedule. 	<ul style="list-style-type: none"> • provide opportunities for student involvement and success in a variety of Educational areas. • The gathering of information • communicating information • Building relationships 	<ul style="list-style-type: none"> • math test for all incoming 7th graders • The math test was to be provided by the district. 	<ul style="list-style-type: none"> • Elementary teachers and counselors. • District personnel • KJH counselors 	<ul style="list-style-type: none"> • Class changes comparison. • Ask math teacher's for their input. 	<ul style="list-style-type: none"> • Start May 2004 • End Jan 2005 	388

[Signature]
Principal's Signature

4/29/05
Date

Date of Staff Presentation

Kent G. Brown
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs



Utah CGP- Guidance Activities Results Report 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Kaysville Jr. High District Davis

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What do the data tell you? What can the student do with this now?
Pam Stephens Karen Tanner Kent Brown	7 th grade students	• math placement. Test provided by the district.	• May 2004 • Jan 2005	388	• See math placement test • Teachers input	• math change comparison	• Proper math placement helps students in 7 th grade to be successful in math classes. • The proper proper math placement to begin the year, makes it so the 7 th grade students have less schedule changes. • The less changes made for the 7 th graders, the less anxious for transition.

[Signature]
Principal's Signature

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*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers and attach data, examples and documentation

LESSON 1

Directions: Study this lesson and then do the test that follows.

1. $2d$ means $2 \times d$. (Note that the multiplication sign is omitted.) If $d = 12$, then $2d$ equals 2×12 , or 24.
2. bc means $b \times c$. If $b = 4$ and $c = 5$, then bc equals 4×5 , or 20.
3. $5ac$ means $5 \times a \times c$. If $a = 2$ and $c = 3$, then $5ac$ equals $5 \times 2 \times 3$, or 30.
Note that *letters are used to stand for numbers*.

Go on to the test below

TEST 1

1. If $c = 6$ and $d = 3$, then $5cd$ equals
 - A 18
 - B 23
 - C 33
 - D 90
 - E none of the above
2. If $r = 8$, then $10r$ equals
 - A 2
 - B 8
 - C 10
 - D 18
 - E none of the above
3. If $s = 0$, then $5s$ equals
 - A 0
 - B 5
 - C 10
 - D 50
 - E none of the above
4. If $m = \frac{3}{4}$, then $8m$ equals
 - A $\frac{24}{32}$
 - B 6
 - C $8\frac{3}{4}$
 - D $\frac{32}{3}$
 - E none of the above
5. If $d = 0.5$, then $20d$ equals
 - A 0
 - B 20
 - C 20.5
 - D 100
 - E none of the above
6. If $x = \frac{2}{3}$ and $y = \frac{3}{4}$, then $10xy$ equals
 - A 5
 - B 10
 - C $11\frac{5}{12}$
 - D 12
 - E none of the above

GO ON TO LESSON 2 →

LESSON 2

Directions: Study this lesson and then do the test that follows.

1. A short way of writing 3×3 is 3^2 . Thus, 3^2 , which means 3×3 , equals 9.
2. A short way of writing $3 \times 3 \times 3$ is 3^3 . Therefore, 3^3 , which means $3 \times 3 \times 3$, equals 27.

Note the position of the small numeral above and to the right of the large numeral in 3^2 and 3^3 .

3. A short way of writing $c \times c \times c$ is c^3 . If $c = 2$, then $c^3 = 2^3$, or $2 \times 2 \times 2$, or 8.
4. A short way of writing $g \times g$ is g^2 . If $g = 5$, then $g^2 = 5^2$, or 5×5 , or 25.

Go on to the test below. You may look back to the earlier lesson if you need to do so.

TEST 2

7. 8^2 equals

- A 6
- B 10
- C 16
- D 64
- E none of the above

10. If $c = 4$, then c^2 equals

- A $\frac{1}{2}$
- B 2
- C 6
- D 8
- E none of the above

8. If $y = 2$, then y^5 equals

- A 7
- B 10
- C 25
- D 32
- E none of the above

11. If $w = 3$, then w^4 equals

- A 12
- B 27
- C 64
- D 81
- E none of the above

9. If $d = 5$, then d^3 equals

- A 8
- B 15
- C 125
- D 243
- E none of the above

12. 6^3 equals

- A 9
- B 18
- C 116
- D 216
- E none of the above

GO ON TO LESSON 3 →

LESSON 3

Directions: Study this lesson and then do the test that follows.

1. $3k^2$ means 3 times k^2 , or $3kk$. Note that k is *first* multiplied by itself, and *then* the product is multiplied by 3. If $k = 5$, then $3k^2$ (or $3kk$) means $3 \times 5 \times 5$, which equals 75.
2. If $y = 3$, then $2y^3$ (or $2yyy$) means $2 \times 3 \times 3 \times 3$, which equals 54.
3. $2r^2s$ means $2rrs$. Remember that only the r (not the $2r$) is multiplied by itself. If $r = 3$ and $s = 4$, then $2r^2s$ equals $2 \times 3 \times 3 \times 4$, which equals 72.

Go on to the test below.

TEST 3

- | | |
|--|---|
| 13. If $y = 2$, then $3y^2$ equals | 16. If $x = 4$, then $2x^2$ equals |
| A 4 | A 16 |
| B 6 | B 32 |
| C 18 | C 64 |
| D 36 | D 128 |
| E none of the above | E none of the above |
| 14. If $a = 4$ and $b = 3$, then $5a^2b$ equals | 17. If $x = 5$ and $y = 2$, then x^2y equals |
| A 48 | A 10 |
| B 240 | B 20 |
| C 720 | C 25 |
| D 1200 | D 100 |
| E none of the above | E none of the above |
| 15. If $c = 7$ and $d = 5$, then cd^2 equals | 18. $8ccss$ equals |
| A 25 | A c^3s^3 |
| B 70 | B $8cs^3$ |
| C 175 | C $8cs^5$ |
| D 1221 | D c^2s^3 |
| E none of the above | E none of the above |

GO ON TO LESSON 4 →

LESSON 4

Directions: Study this lesson and then do the test that follows.

1. If a woman earns \$8 an hour, in seven hours she will earn $7 \times \$8$, or \$56.
2. If a person spends g dollars a day, in five days, 5 times g , or $5g$, dollars will be spent.
3. If y is the number of years a man has lived, how many months has he lived? Since there are 12 months in a year, the number of months in y years will be 12 times y . Therefore, the man has lived $12y$ months.
4. If 10 dollars is the cost of 5 books, one book will cost $\frac{10}{5}$, or 2, dollars. Likewise, if C dollars is the cost of b hats, then one hat will cost C dollars divided by b , or $\frac{C}{b}$, dollars.

Go on to the test below.

TEST 4

19. A boy is n years old. His sister is four times as old. The sister's age is
 - A 4 years
 - B n years
 - C $3n$ years
 - D $4n$ years
 - E none of the above
20. If Joe types at a rate of x words per minute, then in 5 minutes he would type
 - A x words
 - B 5 words
 - C $5x$ words
 - D $5x^2$ words
 - E none of the above
21. A car travels at a rate of k kilometers per hour. The number of kilometers it will travel in 3 hours is
 - A 3
 - B k
 - C $3k$
 - D $3 \div k$
 - E none of the above
22. Carmen collects y dollars from each of 20 customers on her paper route. She will collect a total of
 - A 20 dollars
 - B y dollars
 - C $\frac{y}{20}$ dollars
 - D $20 \div y$ dollars
 - E none of the above
23. A rectangle is g meters long and h meters wide. The area of the rectangle in square meters is
 - A gh
 - B g^2
 - C h^2
 - D $g \div h$
 - E none of the above
24. If a train travels k miles in 4 hours, then in 1 hour it will travel
 - A $4k$ miles
 - B $\frac{4}{k}$ miles
 - C $\frac{k}{4}$ miles
 - D $\frac{k}{4}$ miles
 - E none of the above

GO ON TO LESSON 5 →

LESSON 5

Directions: Study this lesson and then do the test that follows.

Positive and negative numbers, such as $+8$ and -3 , may be used to stand for gains and losses. A numeral preceded by a $+$ sign represents a gain. A numeral preceded by a $-$ sign represents a loss. Thus, $+6$ means a gain of 6, and -6 means a loss of 6; -8 means a loss of 8, and $+8$ means a gain of 8. Therefore:

- $+6$ followed by $+8$ means a gain of 6 followed by a gain of 8, or a total gain of 14.

This can be written $(+6) + (+8) = +14$.

- -6 followed by -8 means a loss of 6 followed by a loss of 8, or a total loss of 14.

This can be written $(-6) + (-8) = -14$.

- $+15$ followed by -9 means a gain of 15 followed by a loss of 9, or a total gain of 6.

This can be written $(+15) + (-9) = +6$.

- -12 followed by $+3$ means a loss of 12 followed by a gain of 3, or a total loss of 9.

This can be written $(-12) + (+3) = -9$.

- $(-12) + (+9) + (-6)$ means a loss of 12 followed by a gain of 9, or a loss of 3, followed by a loss of 6.

The result is a loss of 9, or -9 . This can be written $(-12) + (+9) + (-6) = -9$.

- Likewise, $(+0.3) + (+0.2) + (-0.4) = +0.1$, and $(-2) + (+5) + (-6) = -3$.

Go on to the test below. You may look back to the earlier lessons if you need to do so.

TEST 5

- $(+11) + (-4)$ equals

A -15
B -7
C $+7$
D $+15$
E none of the above

- $(-4) + (-9)$ equals

A -13
B -5
C $+5$
D $+13$
E none of the above

- $(+0.3) + (-0.8)$ equals

A -1.1
B -0.5
C $+0.5$
D -1.1
E none of the above

- $(-4) + (-3) + (-1)$ equals

A -2
B 0
C -6
D $+8$
E none of the above

- $(-7) + (-3) + (+2)$ equals

A -12
B -6
C -12
D -42
E none of the above

- $(+4) + (-3) + (+5) + (-8) + (-6)$ equals

A -26
B -8
C -4
D -12
E none of the above

GO ON TO LESSON 6 →

LESSON 6

Directions: Study this lesson and then do the test that follows.

1. When we see $2 + 3 \times 4$, we should first multiply 3×4 , then add the product to 2. We *first* perform multiplication and *then* we do the addition and subtraction. Thus, $2 + 3 \times 4$ equals $2 + 12$, or 14.
2. Similarly, in $3 \times 3 + 2$, we first multiply 3×3 to get 9. Then we add 9 and 2 to get 11.
3. $5 - 2 \times 2$ equals $5 - 4$, or 1.
4. $5 + 2 \times 3 - 1$ equals $5 + 6 - 1$, or 10.
5. $4 \times 2 + 3 \times 5$ equals $8 + 15$, or 23.
6. If $y = 5$, and $w = 3$, then what does $2y^2 - 4w$ equal? $2y^2 - 4w$ means $2yy - 4w$, or $2 \times 5 \times 5 - 4 \times 3$, or $50 - 12$, which equals 38. Therefore, $2y^2 - 4w$ equals 38.

Go on to the test below.

TEST 6

31. $1 + 2 \times 3 + 4$ equals

A 10
B 11
C 13
D 21
E none of the above

34. If $w = 5$, then $3w + w^2 + 2$ equals

A 35
B 42
C 92
D 96
E none of the above

32. If $y = 7$, then $2y + 6 \times 2$ equals

A 26
B 40
C 56
D 168
E none of the above

35. $5^2 - 3 \times 4$ equals

A 7
B 13
C 37
D 88
E none of the above

33. If $j = 3$, then $2 + j^2$ equals

A 7
B 9
C 11
D 25
E none of the above

36. If $p = 4$ and $s = 7$, then $3p^2 + 2s$ equals

A 38
B 62
C 63
D 97
E none of the above

GO ON TO LESSON 7 →

Class Schedule Changes Made By Counselors For
2004-2005 School Year For 7^t Grade Math Students

Mrs. Stephens- 2

Ms. Tanner- 2

Mr. Brown- 2

Total 7th grade students at Kaysville Jr. High - 388

April 26, 2005

In discussing this years math placement issues with the Kaysville Jr. High Math Department Head. It was agreed upon that the longer it takes to change a student's math class, the more damage that is done.

Therefore, It has been found that the math placement for the 2004-2005 7th graders has been successful.

We will do a comparison of this school year (2004-2005) and next years (2005-2006) for math placement and amount of 7th grader math class changes. Next year we will follow a different format for placement.

LESSON 7

Directions: Study this lesson and then do the test that follows.

1. In this lesson, the symbol $f(y)$ equals $2y+1$.
2. If y equals 3, then $f(y)$ equals $2 \times 3 + 1$, which equals $6 + 1$, or 7.
3. If y equals 5, then $f(y)$ equals $2 \times 5 + 1$, which equals $10 + 1$, or 11.
4. If $y = 12$, then $f(y)$ equals $2 \times 12 + 1$, which equals $24 + 1$, or 25.

Go on to the test below.

TEST 7

Directions: In this test, $f(y)$ equals $2y+1$.

- | | |
|--|---------------------------------------|
| 37. If $y = 10$, then $f(y)$ equals . | 40. If $y = 0$, then $f(y)$ equals |
| A 10 | A 0 |
| B 11 | B 1 |
| C 20 | C 2 |
| D 21 | D 3 |
| E none of the above | E none of the above |
| 38. If $y = 2$, then $f(y)$ equals | 41. If $y = 100$, then $f(y)$ equals |
| A 2 | A 100 |
| B 3 | B 102 |
| C 4 | C 200 |
| D 5 | D 202 |
| E none of the above | E none of the above |
| 39. If $y = 6$, then $f(y)$ equals | 42. If $y = 5^2$, then $f(y)$ equals |
| A 6 | A 11 |
| B 12 | B 25 |
| C 13 | C 26 |
| D y | D 51 |
| E none of the above | E none of the above |

GO ON TO LESSON 8 →

LESSON 3

Directions: Study this lesson and then do the test that follows.

1. $2n$ means twice the number n , or a number two times as great as n .
2. $p-1$ means one less than the number p , or p minus one.
3. Two more than four times a number y can be represented by $4y+2$.
4. A number q is greater than 5. This sentence can be expressed as the algebraic sentence $q>5$.
5. The sum of a number n and another number three times as great as n is 48. This sentence can be expressed as $n+3n=48$.
6. The sum of a number s and another number two times as great as s is less than 17. This can be expressed as $s+2s<17$.

Go on to the test below.

TEST 8

Directions: Select the correct way of writing each of the following sentences.

- | | |
|---|---|
| <p>43. Four times a number t equals 6.</p> <p>A $4t=6$
 B $6t=4$
 C $t=10$
 D $t=24$
 E none of the above</p> | <p>46. A number r multiplied by itself is less than 25.</p> <p>A $r^2>25$
 B $r^2<r$
 C $r<25$
 D $r^2<25$
 E none of the above</p> |
| <p>44. A number u times itself is greater than 3.</p> <p>A $u>3$
 B $u>9$
 C $u^2>9$
 D $u^2>3$
 E none of the above</p> | <p>47. A number two times as great as a number equals four more than d.</p> <p>A $2d=4-d$
 B $2d=d+4$
 C $4d=2$
 D $4d=d+2$
 E none of the above</p> |
| <p>45. One more than a number q equals 18.</p> <p>A $q+1=18$
 B $q-1=18$
 C $q-18=1$
 D $1+q>18$
 E none of the above</p> | <p>48. One less than twice a number x is greater than zero.</p> <p>A $1+2x>0$
 B $x-0>1$
 C $2x-1>0$
 D $x>0$
 E none of the above</p> |

GO ON TO LESSON 9 →

LESSON 9

Directions: Study this lesson and then do the test that follows.

1. 8 minutes added to 5 minutes equals 13 minutes. In the same way, $5x + 8x = 13x$.
2. 3 toys taken from 12 toys equals 9 toys. In the same way, $12w - 3w = 9w$.
3. Likewise, $4a + 2a = 6a$; $5b^2 - 3b^2 = 2b^2$; $7ab + 3ab = 10ab$.
4. 5 minutes and 4 toys cannot be added. Also, the expression $3a + 4b$ cannot be written in a simpler form.
5. However, the expression $5a + 4b - 3a + 5b$ can be simplified to some extent. Since $5a - 3a = 2a$ and since $4b + 5b = 9b$, then $5a + 4b - 3a + 5b$ can be written as $2a + 9b$.
6. $4c^2 + 7c^2 + 3cd - 2cd$ can be simplified to $11c^2 + 1cd$.

Go on to the test below.

TEST 9

Directions: Simplify each of the following expressions.

- | | |
|--|--|
| <p>49. $7m + 6m$ equals</p> <p>A $1m$</p> <p>B $6m$</p> <p>C $42m$</p> <p>D $42m^2$</p> <p>E none of the above</p> | <p>52. $7x^2 - 2x^2 - 3x^2$ equals</p> <p>A $42x^2$</p> <p>B $12x^2$</p> <p>C $2x^2$</p> <p>D $2x^6$</p> <p>E none of the above</p> |
| <p>50. $4z + 8z - 10z$ equals</p> <p>A $-2z$</p> <p>B $2z$</p> <p>C $22z$</p> <p>D 22</p> <p>E none of the above</p> | <p>53. $6p^4 - 2p^4$ equals</p> <p>A $2p^4$</p> <p>B $4p^4$</p> <p>C $6p^4$</p> <p>D $8p^4$</p> <p>E none of the above</p> |
| <p>51. $3f + 3g + 2f + 1g$ equals</p> <p>A $5f + 4g$</p> <p>B $-5f - 4g$</p> <p>C $9fg$</p> <p>D $9f^2g^2$</p> <p>E none of the above</p> | <p>54. $2a + 3a + 5b - 2b$ equals</p> <p>A $-5a - 3b$</p> <p>B $5a - 3b$</p> <p>C $5a + 3b$</p> <p>D $8ab$</p> <p>E none of the above</p> |

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To: Diann Davis, shall@jatc-wj.org, sandra.ameel@slc.k12.ut.us, Tom.Sachse@schools.utah.gov, rshepherd@weber.k12.ut.us, UTChoices@aol.com, kevin.branch@m.jordan.k12.ut.us, Kent.Mendenhall@granite.k12.ut.us, judy.petersen@granite.k12.ut.us, bmcgill@utahsbr.edu
Date: Thursday - April 28, 2005 9:00 AM
Subject: CGP Self Evaluation Due Date Reminder
 Mime.822 (4153 bytes) [View](#) [Save As](#)

IMPORTANT REMINDER!!

Just a reminder that the Comprehensive Guidance Program electronic self-evaluation is due Monday, May 2, 2005.

Thank you.

Ton Sachse, Comprehensive Guidance Specialist
Career and Technical Education
250 E 500 S
PO Box 144200
Salt Lake City, UT 84114-4200
Phone (801) 538-7962
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tsachse@schools.utah.gov

Please note my new email address!

- This has been completed

Pam

DAVIS COUNTY SCHOOL DISTRICT SUMMER SCHOOL - 2005

* remediation classes
that will be taught
at KJH

NORTHRIDGE HIGH 402-8500	History	Child	x			6/6 6/22	6/21 7/8	7:30-9:00 9:15-10:45 11:00-12:30	\$45
	English	Davis	x			6/6 6/22	6/21 7/8	7:30-9:00 9:15-10:45 11:00-12:30	\$45
	Science	Ashcraft	x			6/6 6/22	6/21 7/8	7:30-9:00 9:15-10:45 11:00-12:30	\$45
	Math	Harding	x			6/6 6/22	6/21 7/8	7:30-9:00 9:15-10:45 11:00-12:30	\$45
	Computer Technology	Bell	x			6/6 6/22	6/21 7/8	7:30-9:00 9:15-10:45 11:00-12:30	\$45
FAIRFIELD JR. 402-7000	Band	Earl	x			7/25	8/11	8:00-2:00	\$45
FARMINGTON JR. 402-6900	PE (9 th grade students) (class is full)		x			6/3	6/30	7:00-10:00	\$70
	Band (7 th grade students)		x			7/18	8/4	8:00-12:55	\$45
	Parade Band		x			6/23	7/4	8:00-9:15	\$40
	Volleyball Camp (10 th & 11 th)		x			8/10 & 8/11		8:00-10:00 12:00-2:00	\$30
KAYSVILLE JR. 402-7200	PE	Peterson	x			6/6	6/24	7:00-11:00 (+ 15 hours independent study)	\$45
	Skill & Techniques 9th	Alvarez	x			6/6	6/24	7:00-11:00 (+ 15 hours independent study)	\$45
	Remediation ^{Geography} English, Math, Science	Porter, Page, Whitcott	x			6/13	6/23	7:45-10:00 10:00-12:15	\$45
MILLCREEK JR. 402-6200	PE (8 th & 9 th)	Chandler	x			6/6	6/30	8:00-11:15	\$45
NORTH LAYTON JR. 402-6600	Science Olympiad	Tucker, Coburn	x			7/18 7/25	7/22 7/29	9:00-12:00 9:00-12:00	\$40
	Band	Shafer	x			8/1	8/12	9:00-2:00	\$25
	Volleyball Clinic	Alenan, Livingston	x			8/15	8/19	8:00-10:00	\$30

← 2 sessions

Utah CGP- Closing the Gap Action Plan 2004-2005* (Small Group)

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Kaysville Jr High District Davis

Target Group: 8th grade Health Students

Target Group selection is based on the following data/information/school improvement goal: Goal to increase
Citizenship awareness- Specifically bully prevention.

Intended Behavior	Utah CGP Student Outcome or Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
Increase awareness of strategies that can be used to prevent bullying either as a target or bystander	Increase the awareness & effectiveness of the school wide discipline policy. KSH students & staff will identify & utilize strategies for dealing with all aspects of inappropriate behavior.	Large group- in 8th grade health classes	Curriculum train health teachers	Counselors will track incidences of bullying reports.	1/18/05 - 06/10/05	200

[Signature]
Principal's Signature

4/29/05
Date

Date of Staff Presentation

Karen Tanner
Prepared By

adapted from the ASCA National Model: A Framework for School Counseling Programs



ENTERED

Utah CGP- Closing the Gap Results Report 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School _____ District _____

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What do the data tell you? What can the student do with this now?
Karen Janner	8th grade health students	"Don't laugh at me"	01/18/05 06/01/05	200	We changed the way we had originally planned to do this, so actual #'s of bullying before are not available. However we have teacher reports of hearing students using specific strategies taught to them.	Initially results look promising. Students have strategies to deal w/ bullying.	

J. J. Talbot
Principal's Signature

4/29/05
Date

Date of Staff Presentation

Karen Janner
Prepared By

**Include actual numbers supporting conclusions and attach data, examples and documentation

(Large Group)

Closing the Gap Action Plan 2004-2005

(Plan developed at the beginning of school year 2004)

School: Millcreek Junior High

District: Davis

Target Group: Entire school

Target group selection based on the following SIP goals:

- Ensure each child has a significant adult relationship within the school
- Develop parent – school communication

Intended Behavior: Deliver an SEOP conference that meets the needs of each individual student.

Utah CGP/ DSRL's: Standard XI: programs shall establish SEOPs which are a process and a product for every student.

Activities to be delivered in what manner? Counselors will meet with each student and their parent(s) for an individualized SEOP.

Staff needed: Counselors

Evaluation Method: Parent and student will be asked to evaluate their SEOP conference after they are done.

Start / End dates: Aug.25, 2004, through June 3, 2005

Projected # of students impacted: About 650 students

Closing the Gap Action Plan Results Report 2004-2005

Counselor: Each counselor conducted the SEOP conference with their assigned Students.

Target group: Entire school.

Curriculum and Materials: Copy of SEOP goals for parents and students to see.
Evaluation form.

Start and End Date: Aug. 25, 2004 – June 3, 2005

Process Data/ Number of students affected: 623 students

Perception Data: We had the 7th and 8th graders evaluate the SEOP conference immediately after it was completed. In general both parents and students rated the conference as 4's and 5's (see attachment) in all areas.

9th Graders did not evaluate the SEOP conference until later. We often run over in our time with the 9th grade SEOP and we felt we didn't want to keep them any longer than necessary to do the evaluation. Unfortunately, we think the fact they evaluated the conference in a class setting may have changed how they answered the questions.

Results Data; changes in behaviors....: We feel students leave the SEOP conference with a plan for the rest of the school year as well as the next.

Implications: We feel we have a strong SEOP program. We feel for the most part we are successful at individualizing the conference to meet the needs of each student. We think the data shows that our clientele are happy with what we are doing and feel it is time well spent.

D M Schaefer
G. Cook
W. Davis

9th GRADE SEOP

We believe parents and students benefit from seeing how all the individual pieces of the student's progress fit together. We feel the SEOP conference is a good opportunity to assess progress in all areas: academic, emotional, social and civic.

We, therefore, propose to cover the following topics in the SEOP conference:

- Evaluate how well the student has transitioned into high school;
 - evaluate credits and grades _____
 - review and update 4 year plan _____
- Discuss the relationship between personality type and career choices;
 - Explore test results _____
 - Look over 7th and 8th grade information _____
- Review and restate goals;
 - academic goals _____
 - personal goal _____
 - career goal _____
- Celebrate the student's academic and/or personal accomplishments;
 - Electronic SEOP _____
 - outside interests _____
 - accomplishments _____
- Statement of where to go next;
 - college information _____
 - electronic high school _____
 - summer school _____
 - _____
- Address other concerns;
 - _____

8th GRADE SEOP

We believe parents and students benefit from seeing how all the individual pieces of the student's progress fit together. We feel the SEOP conference is a good opportunity to assess progress in all areas: academic, emotional, social and civic.

We, therefore, propose to cover the following topics in the SEOP conference:

- Evaluate how the student is fitting into the junior high setting;
 - social connections with peers _____
 - adult connections _____
 - clubs, sports, extra-curricular activities _____
- Continue to discuss and understand the relationship between personality type and career choices;
 - Holland Code _____
 - Career Future _____
- Evaluate the student's academic progress;
 - current testing data _____
 - grades _____
 - teacher concerns _____
- Plan for high school;
 - discuss the student's 4 year plan _____
 - review 9th grade schedule _____
- Review and restate goals;
 - academic goals _____
 - personal goal _____
 - career goal _____
- Celebrate the student's academic and/or personal accomplishments;
 - Electronic SEOP _____
 - outside interests _____
 - accomplishments _____
- Statement of where to go next;
 - _____
- Address other concerns;
 - _____

7th GRADE SEOP

Student's Name: _____

We believe parents and students benefit from seeing how all the individual pieces of the student's progress fit together. We feel the SEOP conference is a good opportunity to assess progress in all areas: academic, emotional, social and civic.

We, therefore, propose to cover the following topics in the SEOP conference:

- Evaluate how well the student has transitioned into junior high;
 - social connections with peers _____
 - adult connections _____
 - clubs, sports, extra-curricular activities _____
- Begin to understand the relationship between personality type and career choices;
 - career futures _____
 - personality inventories _____
 - learning styles _____
 - 25 year dream _____
 - talents _____
- Evaluate the student's academic progress;
 - grades _____
 - teacher concerns _____
- Review and restate goals;
 - academic goals _____
 - personal goal _____
 - career goal _____
- Celebrate the student's academic and/or personal accomplishments;
 - electronic SEOP _____
 - outside interests _____
 - accomplishments _____
 - _____
- Address other concerns;
 - _____

Student Signature: _____ Parent Signature: _____

Counselor Signature: _____ Date _____

SEOP EVALUATION

Please circle one: Grade 7 8 9 Parent Student

Were the goals of the SEOP clearly stated?

Not at all 1	2	Somewhat 3	4	Very much so 5
-----------------	---	---------------	---	-------------------

2. Were the goals accomplished?

Not at all 1	2	Somewhat 3	4	Very much so 5
-----------------	---	---------------	---	-------------------

3. The information in the SEOP was useful to us.

Not at all 1	2	Somewhat 3	4	Very much so 5
-----------------	---	---------------	---	-------------------

4. The conference was personalized to my student.

Not at all 1	2	Somewhat 3	4	Very much so 5
-----------------	---	---------------	---	-------------------

5. My concerns were addressed in the conference.

Not at all 1	2	Somewhat 3	4	Very much so 5
-----------------	---	---------------	---	-------------------

6. The setting and tone of the meeting was friendly and comfortable.

Not at all 1	2	Somewhat 3	4	Very much so 5
-----------------	---	---------------	---	-------------------

7. The conference was about the right amount of time.

Too short	Just right	Too long
-----------	------------	----------

SEOP Survey 04-05

The goals of the seop were clearly stated.

	Not at all		Somewhat		Very much so
	1	2	3	4	5
7 th grade results:		1%		24.5%	74.5%
8 th grade results				21%	79%

The goals were accomplished.

	Not at all		Somewhat		Very much so
	1	2	3	4	5
7 th Grade:			11.7%	34%	44.3%
8 th Grade:				31.5%	68.5%

The information covered in the SEOP was useful to us.

	Not at all		Somewhat		Very much so
	1	2	3	4	5
9 th Grade:	1.9%	4.5%	25.2%	38%	30.3%
8 th Grade:				10.5%	89.5%
7 th Grade:			1%	17%	82%

The setting and tone of the meeting was friendly and comfortable.

	Not at all		Somewhat		Very much so
	1	2	3	4	5
9 th Grade:	2.5%	4.5%	25.1%	29%	38.7%
8 th Grade:				5%	95%
7 th Grade:			1%	8.5%	90.5%

It was personalized to my student.

	Not at all		Somewhat		Very much so
	1	2	3	4	5
9 th Grade:	1.9%	3.8%	19.1%	25.8%	49.6%
8 th Grade:				10.5%	89.5%
7 th Grade:			1%	10.6%	89.3%

My concerns were addressed in the SEOP conference.

	Not at all		Somewhat		Very much so
	1	2	3	4	5
9 th Grade:			19.3%	25.8%	49.6%
8 th Grade:				20%	80%
7 th Grade			3%	16%	81%

The conference was the right amount of time:

	Too Short	Just Right	Too Long
7 th Grade:	2%	96.8%	1.2 %
8 th Grade	5%	90%	5
9 th Grade:	7%	81%	11.6%

Comments: _____

(Small Group)

Closing the Gap Action Plan 2004-2005

(Plan developed at the beginning of school year 2004)

School: Millcreek Junior High

District: Davis

Target Group: 7th graders scoring < 20% on 5th grade Reading SATs

Target group selection based on the following SIP goals:

- The school will focus learning on reading improvement.
- The school will work to increase reading scores.

Intended Behavior: Improve reading comprehension for the targeted group by at least 2 years.

Utah CGP/ DSRL's: This action plan was chosen to fit with the SIP goals of increased reading achievement.

Activities to be delivered in what manner? Students will participate in a semester long reading class.

Staff needed: We will use a SOAR-trained reading teacher.

Evaluation Method: Stanford Diagnostic Reading Test (SDRT). Students will be given pre- and post-test.

Start / End dates: Aug.25, 2004 through Jan. 18, 2005

Projected # of students impacted: About 15 students

Closing the Gap Action Plan Results Report 2004-2005

Counselor: The counselor identified students who scored < 20% on the 5th grade SAT reading subtest and placed them in the class.

Target group: 13 students who scored < 20% on the SAT reading subtest or who were recommended for the SOAR reading by their 6th grade teacher.

Curriculum and Materials: SOAR reading materials for the 7th grade program.

Start and End Date: Aug. 25, 2004 – Jan. 14, 2005

Process Data/ Number of students affected: 13 students completed the program

Perception Data:	Pre/	Post tests (combined scores)	
Student #1	3.4	7.7	4.3 year gain
Student #2	4.1	5.5	1.4 year gain
Student #3	3.7	7.8	4.1 year gain
Student #4	2.7	5.2	2.5 year gain
Student #5	3.1	3.4	.3 year gain
Student #6	3.5	7.6	4.1 year gain
Student #7	5.6	5.8	.2 year gain
Student #8	3.4	3.8	.4 year gain
Student #9	n/a	1.7	Absent for pre test
Student #10	n/a	8.9	Absent for pre test
Student #11	5.1	5.8	.7 year gain
Student #12	n/a	5.6	Started the school year at another school
Student #13	3.3	5.1	1.8 year gain

Results Data; changes in behaviors....:

This is difficult to quantify. 5 of these students have succeeded in doing exceptionally well for the remainder of their 7th grade year.

One student continues to struggle, but has had many absences. We have tried to get him connected to school through small group involvement, but this has not made a change.

Several students struggle academically because of poor organizational skills and immaturity.

It doesn't seem that we can identify one area in which all students excelled due to the reading program.

Implications: We would like to look at the reading scores for next year for this program to see if they follow the same pattern. It seems few students this year made any real gain in their reading. If this same pattern follows next year, we think this would provide a real motivation to fund a different reading program.

We will also make sure that the students still reading below the 7th grade level are enrolled in a reading class for 8th grade. We will also track their reading for 8th grade.

Gilda Cook
Diane Schaefer
Paul Ramsey

Utah CGP-Guidance Activities Acti... Plan (Large Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School MUELLER PARK JUNIOR HIGH District DAVIS SCHOOL DISTRICT

Target Group:(whole school, entire class) ALL MPJH STUDENTS GRADES 7-9

Target Group selection is based upon the following data/information/school improvement goals: SCHOOL CLIMATE SURVEYS INDICATE

A CONCERN WITH BULLYING, HARASSMENT, AND SAFETY AT THE SCHOOL. TO HELP REALIZE SCHOOL BELIEF STATEMENTS REGARDING SAFETY, TEAMWORK, AND RESPECT, ADVISORY CLASSES WILL BE IMPLEMENTED

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders. ..."	Start/End Dates	Projected # of Students Impacted
<ul style="list-style-type: none"> STUDENTS SHOULD LEARN TOLERANCE, UNDERSTANDING, RESPECT, TEAMWORK, AND COMMUNITY BUILDING. 	<ul style="list-style-type: none"> MPJH DRSL'S INCLUDE: <ul style="list-style-type: none"> INTERPERSONAL SKILLS, INDICATED BY RESPECTING DIVERSITY RESPONSIBLE CITIZENSHIP, INDICATED BY RESPECT FOR OTHERS. 	<ul style="list-style-type: none"> ADVISORY CLASSES TO INCLUDE: <ul style="list-style-type: none"> LESSONS ON DIVERSITY SUB FOR SANTA RIBBON WEEK ACTIVITIES. NCCJ BUILDING BRIDGES TRAINING. NCCJ GLOBAL TOWN EXPERIENCE. 	<ul style="list-style-type: none"> TEACHER TRAINING ON LESSONS TO BE INCLUDED IN ADVISORY AND USE OF ADVISORY TIME. ADMINISTRATIVE SUPPORT AND DIRECTION. 	<ul style="list-style-type: none"> STUDENT SURVEYS FROM ADVISORY CLASSES. TEACHER COMMENTS OBSERVATIONAL DATA ENGLISH CLASS ESSAYS. 	<ul style="list-style-type: none"> ENTIRE 2004-2005 SCHOOL YEAR. 	<ul style="list-style-type: none"> ALL MPJH STUDENTS - APPROXIMATELY 660 STUDENTS.

DAB
Principal's Signature

6/7/05
Date

MAY 2005
Date of Staff Presentation

CHRIS BURNINGHAM
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

Chris

ENTERED

Utah CGP-Guidance Activities Result Report (Large Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School MUELLER PARK JUNIOR HIGH District DAVIS SCHOOL DISTRICT

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
<p>ALL MPJH COUNSELORS: A. SANDERS C. CHILTON C. BURNINGHAM R. BOWLES</p> <p>ALL MPJH TEACHERS</p>	<p>ALL MPJH STUDENTS GRADES 7-9.</p>	<p>NCCT BUILDING BRIDGES TRAINING.</p> <p>GLOBAL TOWN EXPERIENCE.</p> <p>ADVISORY CLASS LESSONS</p> <p>RIBBON WEEK CURRICULUM.</p>	<p>ADVISORY CLASSES 20 MIN. M - TH ENTIRE YEAR.</p> <p>BUILDING BRIDGES OCT. 6</p> <p>GLOBAL TOWN APRIL 7-9</p>	<p>ADVISORY STUDENTS - 660</p> <p>BUILDING BRIDGES - 120 STUDENTS</p> <p>GLOBAL TOWN - 8 STUDENTS</p> <p>RIBBON WEEK AND SUB FOR SANTA - 660 STUDENTS</p>	<p>TEACHERS REPORTED MIXED RESULT</p> <p>- INCLUDING THAT IT REQUIRED EXTRA WORK, BUT THAT IT WAS WORTHWHILE.</p> <p>ALL BUILDING BRIDGES COMMENTS WERE POSITIVE.</p>	<p>SINCE THE DATA PROJECT ENTAILED THE ENTIRE YEAR, AND SURVEYS WERE COMPLETED AT THE END OF THE YEAR, RESULTS WILL BE COMPILED OVER THE SUMMER.</p>	<p>TEACHER INPUT SUGGESTS A MORE STRUCTURED ADVISORY ENVIRONMENT AND ADDITIONAL LESSON MATERIAL WOULD IMPROVE THE ADVISORY EXPERIENCE.</p>

YAB
Principal's Signature

6/7/05
Date

MAY 2005
Date of Staff Presentation

CHRIS BURNINGHAM *CB*
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers and attach data, examples and documentation

Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School MUELLER PARK JUNIOR HIGH District DAVIS SCHOOL DISTRICT

Target Group: ALL INCOMING 7TH GRADE STUDENTS

Target Group selection is based on the following data/information/school improvement goal: IN ORDER TO FACILITATE ARTICULATION BETWEEN

ELEMENTARY AND JUNIOR HIGH AND IMPROVE THE SEDP AND REGISTRATION PROCESS, THE SITE OF REGISTRATION WILL BE CHANGED FROM THE ELEMENTARY SCHOOLS TO THE JUNIOR HIGH.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
<ul style="list-style-type: none"> • INCREASE ATTENDANCE AT SEDP / REGISTRATION FOR INCOMING 7TH GRADE STUDENTS. • ALIGN OUR REGISTRATION PROCESS WITH THE OTHER LOCAL JR. HIGH SCHOOLS • ALLOW INCOMING 7TH GRADE STUDENTS TO VIEW AND FEEL COMFORTABLE WITH MPJH. 	<ul style="list-style-type: none"> • ONE OF MPJH'S DRSL's CONCERNS RESPONSIBLE CITIZENSHIP, INDICATED BY DEMONSTRATING DEPENDABILITY IN ATTENDANCE, PUNCTUALITY, AND PLANNING. 	<ul style="list-style-type: none"> • STUDENTS WILL BE INVITED TO COME TO THE JUNIOR HIGH FOR SEDP'S, REGISTRATION, AND A TOUR OF THE SCHOOL. 	<ul style="list-style-type: none"> • LIBRARY SPACE • JUNIOR HIGH AND ELEMENTARY COUNSELOR TIME. • SEDP AND REGISTRATION FORMS. 	<ul style="list-style-type: none"> • OBSERVATION OF STUDENTS TOURING THE SCHOOL. • ATTENDANCE AT REGISTRATION NIGHTS. • FEEDBACK FROM ELEMENTARY SCHOOLS. 	<ul style="list-style-type: none"> • DURING THE MONTH OF APRIL 2005. 	<ul style="list-style-type: none"> • 170 INCOMING 7TH GRADE STUDENTS.

DAB
Principal's Signature

6/7/05
Date

MAY 2005
Date of Staff Presentation

CHRIS BURNINGHAM
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs




Utah CGP- Closing the Gap Result Report (Small Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School MUELLER PARK JUNIOR HIGH

District DAVIS SCHOOL DISTRICT

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
<p>ALL MPJH COUNSELORS:</p> <ul style="list-style-type: none"> A. SANDERS C. CHILTON C. BURNINGHAM P. BOWLES <p>ELEM. COUNSELORS</p> <ul style="list-style-type: none"> J. MANGUM M. LEWIS J. PACK 	<p>ALL INCOMING 7TH GRADE STUDENTS (170)</p>	<ul style="list-style-type: none"> REGISTRATION FORMS SEOP FORMS PLACEMENT INFORMATION 	<p>APRIL 5, 6 2005</p> <p>AND</p> <p>MAKE UP APPOINTMENTS</p>	<p>160 OF 170 INCOMING 7TH GRADE STUDENTS ATTENDED.</p>	<ul style="list-style-type: none"> OBSERVATION OF STUDENTS FIRST VISIT TO THE JUNIOR HIGH. FEEDBACK FROM 3 OF 4 FEEDER ELEMENTARY SCHOOLS OF IMPROVED ARTICULATION. 	<p>THE ATTENDANCE PERCENTAGE OF 94% WAS MUCH HIGHER THAN PREVIOUS YEARS (ABOUT 80%).</p>	<ul style="list-style-type: none"> IMPROVEMENT IN THE ARTICULATION PROCESS WOULD TELL US TO KEEP THE CHANGE.


Principal's Signature

6/7/05
Date

MAY 2005
Date of Staff Presentation

CHRIS BURNINGHAM
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers supporting conclusions and attach data, examples and documentation

Utah CGP-Guidance Activities Action Plan 2004-2005* (Large Groups)

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School North Davis Jr. High

District Davis

Target Group:(whole school, entire class) 7th grade students reading 2 or more levels below grade level

Target Group selection is based upon the following data/information/school improvement goals: To have all students reading at or above grade level

Intended Behavior/Result	Utah CGP Student Outcome or Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
To improve the reading ability of those students reading below grade level	Student Competency and School Improvement Goal to improve reading ability	Assign students to appropriate reading classes according to their reading ability Reading 180 SOAR Reading Reading Enrichment	Reading 180 program and materials SOAR reading program and materials Computers and programs Teachers trained in Reading 180 and/or SOAR reading Stanford Diagnostic Tests (pre and post)	Stanford Diagnostic Reading test results	Sept. 2004 to May 2005	150

Principal's Signature

Date

Date of Staff Presentation

Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

Haylene White
Judith Murray



ENTERED

Utah CGP- Guidance Activities Results Report 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School North Davis Jr.

District _____

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What do the data tell you? What can the student do with this now?
Gaylene Wilcox Judee Murray Van Hutchinson Trish Udy (Intern)	7 th grade students reading 2 or more levels below grade level	Stanford Diagnostic Reading Tests (pre + post) 30AR materials Reading 180 materials	Sept. 2004 to May 2005	142	Results from pre and post Stanford Diagnostic Reading Test Post-test resulted in improved 2.8 grade levels.	Improved reading ability	Smaller reading classes and specialized teachers can help improve students' reading ability signi- ficantly Students are able to read and understand better thus enabling them to be more successful in other areas also

Principal's Signature _____

Date _____

Date of Staff Presentation _____

Prepared By _____

**Include actual numbers and attach data,
examples and documentation

*adapted from the ASCA National Model: A Framework for School Counseling Programs

Gaylene Wilcox
Judee Murray

Utah CGP- Closing the Gap Action Plan 2004-2005* (Small Group)

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School North Davis Jr. High

District Davis

Target Group: Entire school

Target Group selection is based on the following data/information/school improvement goal: All students will receive an individual SEOP with a counselor

Intended Behavior	Utah CGP Student Outcome or Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
To attend an individual SEOP (with parent(s) if possible) with a counselor	State mandated requirement that each student in a junior high school receive an individual SEOP	A 30 minute discussion of attendance, grades, test results, goals, interests (in and out of school) class requests for the following year, career interests, and any other concerns of the student or parent(s)	Counselor SEOP info sheet Student's File Test results	- Check off names on class listings and check through files for new students coming in after appointments are made - Check academic grades and citizenship on students' report cards	Nov. 2004 to Apr. 2005	All students enrolled at North Davis Jr.

Principal's Signature

Date

Date of Staff Presentation

Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

Hayden Wilcox
Judee Murray



ENTERED

Utah CGP- Closing the Gap Results Report 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School North Davis Jr. High District Davis

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What do the data tell you? What can the student do with this now?
Gaylene Wilcox Judee Murray Van Hutchinson Trish Udy (Intern)	All students at North Davis Jr. High	30 minute SEDP with student, parent(s) and counselor SEDP info sheet Status Report Report Card Test Results Attendance Student File 9 th Grade info book	Nov. 2004 to Apr. 2005	All students at North Davis Jr.	7 th Grade Students 338 Parents 159 (47% parents) 8 th Grade Students 280 Parents 147 (53% parents) 9 th Grade Students 299 Parents 145 (45% parents) All students were completed	Many students became more aware of the importance of their education and improved attendance, attitudes, behavior, grade achievement and punctuality. The 7 th graders knew they had an additional person who cared about them and was available to help them.	Less than half of the students had a parent attend their SEDP. Because of lack of parental support, it is important for the counselors to do individual SEDP's with each student. Students are more aware of education opportunities when they plan ahead and prepare.

Principal's Signature

6-2-05
Date

Nov. - Mar. 2004-2005
Date of Staff Presentation

Gaylene Wilcox
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers supporting conclusions and attach data, examples and documentation

Judee Murray

Utah CGP-Guidance Activities Activity Plan (Large Group) 2004-2005*

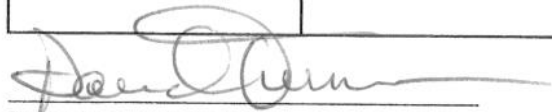
Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School North Layton Jr High District Davis

Target Group:(whole school, entire class) 7th grade, 9th grade, failing students

Target Group selection is based upon the following data/information/school improvement goals: EOE Results. School improvement goals in mathematics

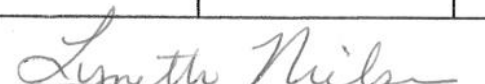
Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
Improve math scores	AL: A	Math Study Skills Class	—	Change in GPA of students w/ proficiency 1 on last years EOE	Jan. 05 - May 05	40
Remediate failed Core classes	AL: C	After school Remediation	PLATO Training	How many students need to remediate another core class	School year 2004-2005	100
Gain self knowledge relating to world of work	LC: A	TLC lessons regular classroom	TLC Training	Pre-Post tests	2004-2005	370



Principal's Signature

02 June 05
Date

Date of Staff Presentation


Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs



ENTERED

Utah CGP-Guidance Activities Results Report (Large Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School North Layton Jr. High

District Davis

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
ALL	Students who failed math EOL 2003-04	PLATO, math games, test-taking strategies	Jan. 05 - May 05	35	GPA Comparison	less than 40% of students improved their GPA	Not as effective as tracking.
Nielson	9th gr. failing students	PLATO	School year '05	75	Most students say they don't want to ever need remediation again	fewer "F's" in core classes	Most students will not fail core subjects in 9th grade
Rahter et al	7th gr.	TLC Curriculum	2004-2005	320	Post Test	Can't remember career interest results	Students don't retain details of career dev. lessons

Principal's Signature

Date

Date of Staff Presentation

Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers and attach data, examples and documentation

Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005.

School NLTH District Davis

Target Group: 504 Students

Target Group selection is based on the following data/information/school improvement goal: 12 Track academically at risk students

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders. . ."	Start/End Dates	Projected # of Students Impacted
Improve Academics	AL:A	Tracking	None	Change in GPA of 504 Students	Sept 04 May 3 2005	10

Principal's Signature

02 June '05
Date

Date of Staff Presentation

Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs



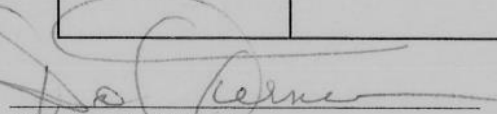
Utah CGP- Closing the Gap Result Report (Small Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School NLSIT

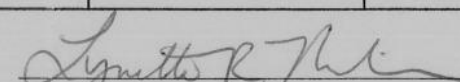
District Davis

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
All	504 Students	none	Sept '04 May 31, '05	10	GPA	7 out of 10 students maintained or improved their GPA	Continue tracking of at risk students. Work to provide more students (other than 504s) with weekly tracking by counseling staff


Principal's Signature

02 June 05
Date

Date of Staff Presentation


Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers supporting conclusions and attach data, examples and documentation

Utah CGP-Guidance Activities Action Plan 2004-2005* (Large Group)

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School South Davis Jr. High

District Davis

Target Group:(whole school, entire class) 8th grade students

Target Group selection is based upon the following data/information/school improvement goals: Based on school improvement goal under student achievement - to increase student resources.

Intended Behavior/Result	Utah CGP Student Outcome or Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
Students will have increased their understanding of graduation requirements	Domain Academic learning Standard AL: C1.5 Students will understand the relationship between classroom performance & success in school. Identify next-step planning options	Where: Classroom When: During English periods Activity: Lecture & discussion How: Instruction	Need: Counselor to instruct Knowledge of graduation requirements	The scores on the post test will be our evaluation method.	Mar 9, 05 Mar 9, 05	254

Principal's Signature _____

Date _____

04/15/05

Date of Staff Presentation

Tina Ackerman

Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs



ENTERED

Utah CGP- Guidance Activities Results Report 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School _____ District _____

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What do the data tell you? What can the student do with this now?
Tina Ackerman Rose Evans Micah Johnston	254 8th grade students	Utah State high school requirements	3/9/05 3/9/05	254 of the 8th grade students at South Davis	The pre & post test data revealed an increase in student knowledge in English classes. Data results are attached.	On 5 out of the 6 questions the pre & post test showed an increase in graduation knowledge. Ques 1 showed an increase of 64% Ques 2 an increase of 47% Ques 3 an increase of 56% Ques 4 an increase of 43% Question 5 an increase of 27%	Students will be more prepared for high school. Student will be better prepared to make wise choices when choosing classes.

Principal's Signature _____

Date _____

4/15/05
Date of Staff Presentation

Tina Ackerman
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers and attach data, examples and documentation

Total students
254

254

- Post Test
-
- 236

- Post Test
-
- 180

- Post Test
-
- 178

- Post Test
-
- 195

- Post Test
-
- 186

- Post Test
-
- 199

Small group issues not achieving

Utah CGP- Closing the Gap Action Plan 2004-2005*(Small Group)

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School South Davis Junior High District Davis District

Target Group: At risk 7th graders identified by 3 or more F's at 1st midterm.

Target Group selection is based on the following data/information/school improvement goal: Students will acquire skills for improved learning.

Intended Behavior	Utah CGP Student Outcome or Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
Students will be motivated to seek help to overcome obstacles and pass all classes with a D or better	AL:A1.1 Students will improve academic self concept AL:A2.2 Students will acquire skills for improving learning	<u>where:</u> classroom <u>when:</u> rotating periods 1-7 each week <u>Activity:</u> whyTry lessons + activities <u>How:</u> teaching demonstrating + student participation	Teacher/counselor whyTry Curriculum Supplies/props	Behavior-based on posttest results Grades 1st term	October 20, 2004 - Jan. 16, 2005	9

[Signature]
Principal's Signature

6/3/05
Date

6/3/05
Date of Staff Presentation

Pore Exams
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs



Utah CGP- Closing the Gap Results Report 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School South Davis Junior High

District Davis

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What do the data tell you? What can the student do with this now?
Rose Evans	7 th graders identified by 3 or more FS at 1 st midterm	Why Try Curriculum + Props	10/20/04-1/6/05	-9 students started group -2 students moved -1 started late (3rd week of group)	Pretest/post test data revealed that more students felt comfortable talking to a teacher or counselor when they have problems and more students have more opportunity freedom + self respect on the post test.	Comparison of 1 st + 3 rd term grades reveal that 4 students' grades increased and 4 students' grades decreased.	The data did not show a great benefit to the students. There were some improvements in behavior + grades. The benefit was verbal- the students said they learned new skills, made closer, trusting friends. The benefits may not be immediately obvious- but they are there.


Principal's Signature

6/3/05
Date

6/3/05
Date of Staff Presentation

Rose Evans
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers supporting conclusions and attach data, examples and documentation

WHY TRY Pre/Post Test

1. Are you motivated to do well in school?
a. yes ☒ b. sometimes c. no
2. Do you feel comfortable talking to one of your teachers/
counselors if you have a problem with school?
a. yes ☒ b. sometimes c. no
3. Do you feel comfortable talking to someone you trust when you
have a challenge in your life?
☒ a. yes b. sometimes c. no
4. How many hours do you spend doing homework most days?
a. 2 - 3 hours b. 1 - 2 hours ☒ c. 0 - 1 hour
5. Do you attend school?
☒ a. yes, every day b. most days c. sometimes
6. Do you turn in assignments?
a. all the time b. most of the time ☒ c. sometimes
7. Do you feel like you have opportunity, freedom and self-respect?
a. yes, lots ☒ b. yeah, a little c. no, what are they?

So. Davis Jr. High - Rose Evans

2004 Why Try Pre and Post Test results

		Pre-Test	Total	%		Post-Test			% Difference
1	a	6	19	31.58%		3	21	14.29%	-17.29%
1	b	13	19	68.42%		17	21	80.95%	12.53%
1	c	0	19	0.00%		1	21	4.76%	4.76%
2	a	11	19	57.89%		6	21	28.57%	-29.32%
2	b	4	19	21.05%		12	21	57.14%	36.09%
2	c	4	19	21.05%		3	21	14.29%	-6.77%
3	a	11	19	57.89%		12	21	57.14%	-0.75%
3	b	9	19	47.37%		9	21	42.86%	-4.51%
3	c	0	19	0.00%		0	21	0.00%	0.00%
4	a	1	19	5.26%		0	21	0.00%	-5.26%
4	b	6	19	31.58%		7	21	33.33%	1.75%
4	c	12	19	63.16%		19	21	90.48%	27.32%
5	a	9	19	47.37%		13	21	61.90%	14.54%
5	b	10	19	52.63%		8	21	38.10%	-14.54%
5	c	0	19	0.00%		0	21	0.00%	0.00%
6	a	2	19	10.53%		1	21	4.76%	-5.76%
6	b	11	19	57.89%		10	21	47.62%	-10.28%
6	c	6	19	31.58%		10	21	47.62%	16.04%
7	a	6	19	31.58%		5	21	23.81%	-7.77%
7	b	11	19	57.89%		16	21	76.19%	18.30%
7	c	2	19	10.53%		0	21	0.00%	-10.53%

GPA comparison of 1st to 3rd term grades
for Why Try participants
South Davis Junior High

1st term	3rd term	results
1.523	0.952	down
0.523	1	up
0.381	0	down
1.095	1	down
1.619	2.19	up
1.266	1.095	down
0.095	0.19	up
0.809	0.809	same

Utah CGP- Closing the Gap Action Plan 2004-2005* (Small Group)

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School South Davis Jr. High District DAVIS

Target Group: 9th grade with three or more "F's" and recommendation from 9th grade team.

Target Group selection is based on the following data/information/school improvement goal: Based on School Improvement goal under student achievement - to increase student resources.

Intended Behavior	Utah CGP Student Outcome or Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
To increase Students GPA.	STANDARD VII - Needs Assessment and needs data. - Our needs assessment indicates that our students with low academic achievement need services.	9th grade students with three or more "F's" will be identified by the 9th grade team. Each member will choose individuals who they can mentor. An Incentive plan will also be planned to give rewards for .500 GPA increases.	Mentoring training will be done during 9th grade team meetings.	Compare GPA from 2nd term to GPA 3rd term. Measure increase.	3rd term. (01/18/05 - 3/24/05)	22

Principal's Signature

Date

01/07/05

Date of Staff Presentation

Micah Johnston

Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs



ENTERED

Utah CGP- Closing the Gap Results Report 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School South Davis Jr. High District DAVIS

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What do the data tell you? What can the student do with this now?
Micah Johnston	9 th grade students with three or more "F's" and recommendation from 9 th grade team.	Good teaching strategies based on SDJH DRSLS outlined in our school improvement plan.	3 rd term. (01/18/05 - 03/24/05)	22 students 17 Boys 5 Girls	(see attached data)	52% of students increased their GPA. With an average increase of .662.	Data indicates that 9 th grade team, consisting of teachers and one counselor, involvement through mentoring and incentives was successful for 52% of students involved.

Principal's Signature _____

Date _____

Date of Staff Presentation 04/01/05

Prepared By Micah Johnston

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers supporting conclusions and attach data, examples and documentation

	2nd Term	3rd Term	Difference	
Hattaway			0	
Jasmin Christensen			0	
Lewis Carter	1.5	0.889	-0.611	
Steed			0	
Cameron Ostrup	0.476	1.285	0.809	0.809
Jose Trejo	0.444	0.583	0.139	0.139
Casey Cresswell	0.444	0.389	-0.055	
Edwards			0	
Justin Thornton	0.277	0.733	0.456	0.456
Angela Somers	1.285	0.889	-0.396	
Wheeler			0	
Christopher Brackett	1.19	0.619	-0.571	
Nathan Memmott	3	3.388	0.388	0.388
Nix			0	
Sabrina Catusco	0.238	1.095	0.857	0.857
Joshua Pierce	1.523	1	-0.523	
Sandall			0	
Tycen Johnson	1.857	1.095	-0.762	
Marc Bearnson	0.904	2.055	1.151	1.151
Zachary Quan	1.277	1.111	-0.166	
Hector Treto	0.714	0.619	-0.095	
Ferguson			0	
Raevynne Vile	0.381	0.762	0.381	0.381
Misty Harker	0.555	1.476	0.921	0.921
Walters			0	
Terance Hill	1.428	1.238	-0.19	
Christian Hunwick	1.5	2.166	0.666	0.666
Samuel Jentzsch	1.9	2.555	0.655	0.655
Hyde			0	
Branden Pelesasa			0	
Brian Pelasasa			0	
Johnston			0	
Kylie Cox	1.277	0.222	-1.055	
Manny Paul			0	
Matthew Bray	0.611	1.476	0.865	0.865

52.00% Increased

Avg Increase

0.66255

UTAH CGP- GUIDANCE ACTIVITIES ACTION PLAN (LARGE GROUP) 2004-2005

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

Sunset Junior High School in Davis School District

Target Group: Whole School

Target Group selection is based on the following data/ information/ school improvement goal: Student survey, School Safety Improvement Goal.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be delivered in what manner?	Resources/Staff Development Needed	Evaluation Methods: How will you measure results?	Start/ End Dates	Projected # of Students Impacted
Students will use peer mediators rather than going to school administrators with cases of minor harassment, rumors, etc.	Students learn best in a safe environment. (Beliefs) -Students will demonstrate appropriate social skills. -Students will be able to interact positively with their peers, teachers and others. -ASCA- Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.	Peer mediation as requested by students.	Training for Peer Mediators.	-Number of students using Peer Mediation and number of conflicts successfully resolved. -By comparing 2003-2004 to 2004-2005 -Number of students who needed to go to administration after peer mediation.	October 2004 To June 2005	Whole School: Approximately 1,000 Students and Faculty

Principal's Signature: _____

Date: _____

Date of Staff Presentation: _____



ENTERED

UTAH CGP- GUIDANCE ACTIVITIES REPORT (LARGE GROUP) 2004-2005

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

Sunset Junior High School in Davis School District

Counselor	Target Group	Curriculum and Materials	Start Date & End Date	Process Data: Number of students affected	Perception Data Pre and post test competency attainment or student data	Results Data; Changes in behavior, grades, attendance, including achievement data, and/or skills competency data	Implications: What does the data tell you? What can the student do with this now?
Lloyd Kjar Carter Haacke Asia Briscoe Christy Hutchinson	Whole School	-Peer Mediator training -Peer mediation handbook	October 2004 To June 2005	-Students nominated Peer Mediators -Peer Mediators were trained -Assembly was held to introduce Peer Mediators and the program to students and faculty.	-98 students involved in Peer Mediation during 2003-2004. -132 students were involved in Peer Mediation during 2004-2005	-132 Students participated in Peer Mediation -8 Students were unable to resolve their problems. They were referred to administration.	-The Program is highly successful. -Administrators not bothered with small issues. -Students learn conflict resolution and communication skills. -Students can continue to develop these skills and use them in the future.

Principal's Signature: _____

Date: _____

Date of Staff Presentation: _____

UTAH CGP-CLOSING THE GAP ACTION PLAN (SMALL GROUP) 2004-2005

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

Sunset Junior High School in Davis School District

Target Group: Students Assigned to Trackers

Target Group selection is based on the following data/ information/ school improvement goal: Students need to establish habits of daily homework completion.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activities or Interventions	Resources/Staff Development Needed	Evaluation Method: How will you measure results?	Start/ End Dates	Projected # of Students Impacted
Students will show improvement in grades and citizenship	<u>DRSL</u> -Students will be able to read and comprehend at grade level. -Students should be able to collect, analyze and communicate data. <u>ASCA</u> -Students will acquire the attitudes, knowledge and skills that contribute to effective learning in a school and across a life span.	Students are assigned to a tracker whom they meet with every day.	- Three trackers -Parental involvement -Student planner and binder	Report cards and progress reports	October 2004 To June 2005	75 Students

Principal's Signature: _____

Date: 5/11/2005

Date of Staff Presentation: Oct. 2004



ENTERED

UTAH CGP- CLOSING THE GAP RESULTS REPORT (SMALL GROUP) 2004-2005

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

Sunset Junior High School in Davis School District

Counselor	Target Group	Curriculum and Materials	Start Date & End Date	Process Data: Number of students affected	Perception Data Pre and post test competency attainment or student data	Results Data; Changes in behavior, grades, attendance, including achievement data, and/or skills competency data	Implications: What does the data tell you? What can the student do with this now?
Lloyd Kjar Carter Haacke Asia Briscoe Christy Hutchinson	-Students with poor grades -referred by parents -recommended by teachers	-Student planner and binder -Daily home-work	October 2004 To June 2005	Thirty Students	-grades for 1 st , 2 nd , and 3 rd term compared to 4 th term grades.	-13 students improved their grade point average by .5 grade points. -17 students declined in grade point average.	-13 students benefited to some degree. -Total number of participants was less than projected number. -Students would benefit with a revised program. -Program needs to be revised or eliminated.

Principal's Signature: _____

Date: _____

Date of Staff Presentation: Oct 2004

Utah CGP-Guidance Activities Action Plan 2004-2005* (Large Group)

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Syracuse Junior District Davis School District

Target Group:(whole school, entire class) Whole School - To get better parent attendance @ student SEOPS.

Target Group selection is based upon the following data/information/school improvement goals: Supports our school goal Growth in mind - by helping students improve school performance and meet individual goals through this individual planning process with Student, parent and counselor support and participation

Intended Behavior/Result	Utah CGP Student Outcome or Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
Increase parent participation in the S.E.O.P. Registration added to SEOP to encourage parent attendance. Flexible appointments.	Improves Student knowledge and success through individual planning and parent support.	Class presentation on registration, SEOP and importance of parent attendance. Newsletter articles explaining SEOP - notification of dates. Individual invitations. Reminder postcards Flexible appointments	Newsletter Postage Stamps Time	Evaluate by measuring the number of SEOPS given and the number of parents attending. Compare number to last school years attendance	Oct 2004 April 2005	Advertising and encouraging attendance to the SEOP impact all students

Kathleen Bender
Principal's Signature

5-3-5
Date

There was no formal presentation - ongoing
Date of Staff Presentation

Dobbie McDonald
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs
through newsletter, email

Utah CGP- Guidance Activities Results Report 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Syracuse Junior High District Davis County District

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What do the data tell you? What can the student do with this now?
Debbie McDonald Karl Nail Lena Cooper	Students whose parents do not attend their SEOP	postage - notification newsletter notification post card reminders classroom presentation Registration materials	2004 - 2005 School year - Start Oct 04 and April '05	The entire student body	Last years SEOP parent attendance data - compare to this years parent attendance	7th grade parent attendance @ SEOP increased 12%, 8th grade parent attendance @ SEOP increased 8%, 9th grade parent attendance @ SEOP dropped.	That adding registration to the SEOP improved parent attendance except with 9th grade parents

Principal's Signature Rickie B. Bivins Date 6-3-05 Date of Staff Presentation N/A

Prepared By D. McDonald

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers and attach data, examples and documentation

Department: Counseling Department

Departmental goal: To increase parent participation in the Student Education Occupation Plan (S.E.O.P.).

Rational for the goal: To increase parent involvement, support and communication which contributes to student success.

DRSL or DRSLs addressed by the goal: Supports growth in mind by helping students to improve school performance and meet individual goals through this individual planning process with student, parent and counselor participation.

Specific steps to be taken which will lead to accomplishing the goal:

Counselors will meet with students in classroom presentations to present the SEOP process and prepare them for their upcoming meeting.

Parent and student notification in the school newsletter - An article explaining the SEOP and the importance of parent attendance.

Parent and student notification on school web site - posting of calendar, dates, etc.

Individual notification mailed home with options for appointment times.

Registration for upcoming school year included in SEOP to save parents time.

Time line for those steps:

7th Grade SEOPS: October - December

8th Grade SEOPS: January - February

9th Grade SEOPS: March

Persons responsible for each step:

Newsletter articles: Counselors - Debbie, Karl, Teena

Sending out notices: Counseling secretaries - Jean and Peggy

Classroom visits for preparation: Counselors - Karl, Debbie and Teena

Resources needed:

Postage stamps

Time

How will the effectiveness of your efforts be assessed?

By the number of SEOPS given and the number of parents attending.

How and when will progress toward the goal be reported to stakeholders?

At the end of the year we submit a report to the District and the Board of Education.

Utah CGP- Closing the Gap Action Plan 2004-2005* (Small Group)

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Syracuse Junior High

District Davis County District

Target Group: Students who Fail Core Classes

Target Group selection is based on the following data/information/school improvement goal: Our school improvement goal is to create a remediation program for students to remediate F's.

Intended Behavior	Utah CGP Student Outcome or Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
Create a remediation program that restores credit.	School PRSL's- Students will improve essential skills of reading & writing across the curriculum. Students will do this through use of technology.	We will hold remediation classes M-Th after school for 1 hour which allows them access to our activity bus.	Coordinator Instructors Registrar Grade Tracker PLATO Program Curriculum materials	Number of students who complete remediation & have credit restored.	Nov-6- Aug 11,	263 students who have received at least one F in a core area.

Ribonita Banta

6-5-5

1/19/05

Harper

Principal's Signature

Date

Date of Staff Presentation

Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

Utah CGP- Closing the Gap Results Report 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Syracuse Junior High District Davis County School District

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What do the data tell you? What can the student do with this now?
Deena Carper (9th gr counselor) as Coordinator	Students who have earned F's in a core class.	PLATO Atlases Textbooks Internet Sites	Nov 6, 2004-Aug 11, 2005	72 students	72 students mastered 80% of the required curriculum for the core classes in which they were remediating.	Students have restored credit to their transcripts.	Students are back on track for graduation.

Roberta Boren 6-5-5
Principal's Signature Date

1/19/05
Date of Staff Presentation

Deena Carper
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers supporting conclusions and attach data, examples and documentation

Utah CGP-Guidance Activities Activity Plan (Large Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School West Point Junior High District Davis

Target Group:(whole school, entire class) 86 students taking Pre-Algebra-A

Target Group selection is based upon the following data/information/school improvement goals: Closely related to school improvement goals to improve math school wide

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders. . ."	Start/End Dates	Projected # of Students Impacted
Increased skill in the Pre-Alg. concepts of math. Students are assigned to a Pre-Algebra A class. The class will cover in detail the first 6 chapters of a 12 chapter text. (A) is to be followed by B in the 8th grade.	AL1: A student will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.	Students who score 45% or below in a math assessment test were placed in Pre-Algebra. These students are in a fixed classroom for the full year. Teacher will teach and prepare materials for the first 6 chapters of the textbook.	Certified level 2 teacher	Pre-Test; Post-Test scores should show the outcome	Aug. 25 2004 June 2, 2005	86 students

D. J. Muna
Principal's Signature

5-17-05
Date

5/26/05
Date of Staff Presentation

Lowell Munda
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

See Attached Data
ENTERED

Utah CGP-Guidance Activities Resu' Report (Large Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School West Point Jr. High School

District Davis

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Counselor initiated program.	Students with low-end skills in math. These are all seventh graders.	Basic Math Skills ABS Publishing The teacher supplemented with other materials to match up to the regular Pre Algebra text.	Aug. 25 - 2004 June 2, 2005	86 Students	Students were given a Pre-Test and Post-Test to determine improvement during the year time.	An average of 24 percentage points was determined through the Pre-Test and Post-Test results.	The goal is to prepare students for Algebra in the 9 th grade.

Dr. J. Mune

Principal's Signature

5-17-05

Date

5/26/05

Date of Staff Presentation

Lowell Murdoch

Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers and attach data, examples and documentation

Student Sample Number	Pre-Test %	Post-Test %	Percent Gain %	Percent Loss %	End of Course 2005
1	45	84	39	0	76
2	27	27	0	0	39
3	23	48	25	0	60
4	34	43	9	0	36
5	43	66	23	0	59
6	36	66	30	0	60
7	39	52	13	0	51
8	40	59	19	0	60
9	43	93	50	0	70
10	20	68	48	0	47
11	25	73	48	0	74
12	29	66	37	0	63
13	40	57	17	0	61
14	30	80	50	0	70
15	27	25	0	2	66
16	34	61	27	0	66
17	25	64	39	0	60
18	45	70	35	0	63
19	31	64	33	0	50
20	34	45	11	0	54
21	30	43	13	0	41
22	40	84	44	0	63
23	39	72	33	0	56
24	30	45	15	0	66
25	25	43	18	0	36
26	39	52	13	0	56
27	40	77	37	0	76
28	39	64	25	0	59
29	39	39	0	0	54
30	29	57	28	0	57
31	34	34	0	0	39
32	39	75	36	0	64
33	31	34	3	0	33
34	25	39	14	0	47
35	36	64	28	0	71
36	39	75	36	0	79
37	40	66	26	0	60
38	29	64	35	0	61
39	43	75	32	0	67
40	38	68	30	0	60
41	45	68	23	0	69
42	27	50	23	0	56
43	37	64	27	0	59
44	30	39	9	0	57
45	29	57	28	0	54
46	27	39	12	0	44

Student Sample Number	Pre-Test %	Post-Test %	Percent Gain %	Percent Loss %	End of Course 2005
47	34	45	11	0	54
48	22	64	42	0	53
49	39	73	34	0	71
50	23	64	41	0	74
51	34	70	36	0	60
52	40	73	33	0	47
53	45	34	0	11	49
54	40	52	12	0	57
55	40	91	51	0	79
56	27	32	5	0	44
57	32	73	41	0	66
58	40	84	44	0	80
59	45	82	37	0	67
60	27	50	23	0	46
61	25	55	30	0	47
62	43	50	7	0	51
63	40	52	12	0	50
64	43	41	0	2	44
65	34	73	39	0	54
66	31	45	14	0	43
67	40	66	26	0	63
68	41	70	31	0	71
69	43	84	41	0	79
70	36	45	9	0	66
71	40	66	26	0	74
72	30	52	22	0	41
73	30	48	18	0	61
74	36	70	34	0	73
75	25	48	23	0	56
76	34	36	2	0	53
77	38	66	28	0	60
78	40	59	19	0	64
79	34	66	32	0	54
80	43	68	25	0	63
81	36	43	7	0	47
82	27	39	12	0	49
83	45	71	26	0	71
84	36	34	0	2	43
85	9	45	36	0	41
86	20	50	30	0	49

West Point Jr. High School

SUMMARY OF DATA

2004-2005

Number of Students Participating All Year	86
Pre-Test Percentage Average	34.4
Post-Test Percentage Average	58.45
Percentage Gain from August 25 – June 2	24.05
End of Course Average	57.94

Summary Statement:

The End of Course average for the District was 72 for Pre-Algebra. The Pre-Algebra A students were required to take the End of Course test even though they only had presented to them half of the curriculum. It is intended that these same students take Pre-Algebra B, which will cover the remaining portion of the curriculum in greater detail. We expect the same 86 students to gain enough on the End of Course test in 2006 to more than match the District average.

Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School West Point Junior High School District Davis

Target Group: 16 students enrolled for Parent/Teen

Target Group selection is based on the following data/information/school improvement goal: Students who fail core classes are required to make up the classes to insure skills and credits. Failure is unacceptable at our school and is part of School Improvement Goals.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders. . ."	Start/End Dates	Projected # of Students Impacted
<ol style="list-style-type: none"> To remediate failed classes To acquire and improve study skills for greater success in school To create better liaison w/Parents and students. 	<p>This program specifically addresses Standards IV + XII which support specific needs of every student. AL-A Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan</p>	<ol style="list-style-type: none"> Surveys, demonstrations Student directed discussion. Parent directed discussion. One on one assistance Hands on activities Time and task management (see attached for some of Curriculum Materials) 	<p>Staff already trained. Counselor presented the workshops.</p>	<p>With the skills that we teach them in Parent/Teen students should not repeat failure in their core subjects</p>	<p>Jan 27, 2005 ↓ Feb. 24, 2005</p>	<p>16 students</p>

Dr. J. Hume
Principal's Signature

5/17/05
Date

2/25/05
Date of Staff Presentation

Lowell Murdoch
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs



ENTERED

Utah CGP- Closing the Gap Result Report (Small Group) 2004-2005*

Due to USOE June 15, 2005; may be submitted in other formats but include all information as required below.

School WestPoint Jr. High School

District Davis

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
One Counselor directs this program throughout the year. One of three sessions was chosen to represent this on going program.	16 students and parents attended the 5 week session of Parent/Teen. It is for 7th grade students who fail core subjects. Parents are required to attend with students. Of the 16, 15 completed the course.	Materials taken from Parent/Teen Manual. 1. Relationships 2. Belief Systems 3. Rules & Priorities 4. Study Skills 5. Overcoming Failure.	Jan 27- Feb. 24,	16 students and parents	Competency and result data go hand in hand. After Parent/Teen student should be able to succeed in academic subjects.	Success is determined by the improvement in grades and behavior. Parents have been helped so that they can better support their student.	Student has the tools to be successful in academics. Attitude and daily habits and behavior is altered for greater success in school.

Mr. J. Nunez
Principal's Signature

5/17/05
Date

2/25/05
Date of Staff Presentation

Lowell Munko
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers supporting conclusions and attach data, examples and documentation



Hartman Youth Personality Profile



Directions: Mark an "X" by the one word or phrase that best describes what you are like "*most of the time*." Choose only one response from each group. After you have finished all 25 questions, total your scores for each letter.

1. a) ☐ Take charge (*often*) in a situation
b) ☐ Feel bad for people who have problems
c) ☐ Nice to people who think differently than me
d) ☐ Excited about doing different things and going new places
2. a) ☐ Competitive; like to be first
b) ☐ Perfectionist; want the job done right
c) ☐ Reticent; can't make decisions easily; unsure
d) ☐ Charismatic; like to be the center of attention; can be irresponsible
3. a) ☐ Confident; make decisions easily
b) ☐ Dependable; loyal to friends
c) ☐ Kind; things are okay the way they are
d) ☐ Outgoing; playful
4. a) ☐ Critical of others; bossy
b) ☐ Critical of myself; worry a lot
c) ☐ Afraid to try new things; shy
d) ☐ Teaser of others; obnoxious
5. a) ☐ Assertive; get the job done
b) ☐ Dependable; obedient
c) ☐ Even-tempered; pleasant
d) ☐ Trusting; well-liked
6. a) ☐ Impatient; can't wait for things to happen
b) ☐ Moody; get my feelings hurt easily
c) ☐ Passive; wait for others to speak up first
d) ☐ Show-off; like others to notice me a lot
7. a) ☐ Responsible; good leader; able to solve my own problems
b) ☐ Well-behaved; good manners; like to do what is right
c) ☐ Accepting; easy going most of the time; nice to be around
d) ☐ Happy; like to be with friends all the time; open to new ideas
8. a) ☐ Insensitive; don't think enough about other's feelings
b) ☐ Guilt-prone; wish I could solve other's problems
c) ☐ Quieter; don't tell others what I feel, just go along
d) ☐ Forgetful; come late to things; don't care about being serious



Hartman Youth Personality Profile



9. a) _____ Logical; I want to know something makes sense
b) _____ Emotional; I want to know how I feel about something
c) _____ Agreeable; I avoid conflict, and try to get along with people
d) _____ Popular; I like to be in the middle of things with lots of people
10. a) _____ Rude; people often see me as mean and saying what I think too much
b) _____ Hard-to-please; people often say I am a perfectionist and want things just right
c) _____ Lazy; people often say I need a good kick in my rear to get going
d) _____ Loud; people often say I talk too much and too loud
11. a) _____ Strong-willed; keep pushing for my own way
b) _____ Respectful; think people in charge deserve my respect
c) _____ Patient; willing to wait for others
d) _____ Fun-loving; like to play, and mostly just have a good time.
12. a) _____ Always think I'm right
b) _____ Don't forgive others easily
c) _____ Get frustrated when I have too much going on
d) _____ Don't complete jobs I start (*often*)
13. a) _____ Task-oriented; enjoy being busy doing things I like to do
b) _____ Sincere; honest about my feelings
c) _____ Diplomatic; want to keep peace and get along
d) _____ Lively; full of playful energy
14. a) _____ Demand too much of other people; argue too much
b) _____ Put myself down a lot; get depressed and down easily
c) _____ Hold my anger inside; find it hard to express how I feel
d) _____ Interrupt people a lot; like to talk about me
15. a) _____ Directive; *get to the point!*
b) _____ Creative; enjoy making things
c) _____ Adaptive; agreeable in most situations
d) _____ Entertaining; enjoy the center of attention (*a performer*)

SITUATIONS

16. As a student, my teachers will mostly like me because I am:

- a) _____ Verbal; direct; want to be a leader
b) _____ Accurate; obedient; dependable
c) _____ Nice; easy-going; quiet
d) _____ Fun-loving; enthusiastic; spirited



Hartman Youth Personality Profile



17. When my friends get mad at me I:

- a) _____ Speak my mind and feel it's their problem
- b) _____ Get sad, feel hurt and want to get back at them
- c) _____ Become quiet and usually hold my anger inside
- d) _____ Get angry and get away from them

18. I am most happy when my life:

- a) _____ Is busy and productive; and focused on tasks I want to do
- b) _____ Is filled with purpose; and involved with other people or creative ideas
- c) _____ Is free of pressure and hassles; and allows me to be independent
- d) _____ Is carefree; and allows me to be playful and free

19. When I fail, I feel:

- a) _____ Stupid inside; (*but never show it to others*)
- b) _____ Guilty; mad at myself; (*and can get depressed*)
- c) _____ Uncomfortable and afraid; (*but I keep it to myself*)
- d) _____ Embarrassed; (*try to get out of the situation with humor*)

20. I feel best when my life is full of:

- a) _____ Adventure; leadership; and lots of action
- b) _____ Security; creativity; and helping people
- c) _____ Acceptance; peace; and time alone
- d) _____ Excitement; new opportunities; and lots of friends

21. School is:

- a) _____ A necessary experience to get ahead in life
- b) _____ A healthy experience where I learn a lot about life
- c) _____ A positive activity as long as it's something I enjoy and don't feel too pressured
- d) _____ A necessary evil; less fun than playing (*but I enjoy the social aspects!*)

22. In social situations, I am most often:

- a) _____ Followed by others
- b) _____ Admired by others
- c) _____ Protected by others
- d) _____ Envied by others

23. If my friend was in trouble, I would:

- a) _____ Protect them; but give advice to solve the problem
- b) _____ Listen to them; care a lot; and remain loyal
- c) _____ Not judge them; just stand quietly beside them
- d) _____ Talk to them; and make the problem not sound so serious



Hartman Youth Personality Profile



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- d) _____ Talk to them; and make the problem go away

SELF-ESTEEM

is

recognizing and accepting

your inherent worth and value,

identifying your particular talents,

focusing on the positive in situations,

operating personally and interpersonally

with integrity, and

using mistakes to learn how to do it

more effectively next time.

This produces the confidence

to know you can handle

any situation effectively

in ways that maintain dignity and

respect for yourself and others.

By Dembrowsky

PLEASE

JUST

LISTEN

When I ask you to listen to me and you start giving advice,
you have not done what I asked.

When I ask you to listen to me and you begin to tell me
why I shouldn't feel that way,
you are trampling on my feelings.

When I ask you to listen to me and you feel you have to
do something to solve my problem,
you have failed me, strange as that may seem.

Listen! All I asked was that you listen...
not talk, or do ... just hear!

Advice is cheap: twenty cents will get you both:
Dear Abby and Billy Graham in the same newspaper.
And I can do for myself. I'm not helpless.

Maybe discouraged and faltering, but not helpless.
When you do something for me that I can and need
to do for myself, you contribute to my fear and inadequacy.

But when you accept, as a simple fact, that I do feel,
no matter how irrational, then I can quit trying to convince
you and get about the business of understanding
what's behind this irrational feeling.

And when that's clear, the answers are obvious
and I don't need advice.








Irrational feelings make sense when we understand what's behind them.

So please listen and just hear me. And if you want to talk,
wait a minute for your turn,
and I'll listen to you.

Ray Houghton, M.D.
Berkeley, CA

Check List of CHARACTERISTICS OF THE 3 MODALITIES

A person relies on his senses to perceive the world. Of the five senses, three are primarily used to perceive, store, and retrieve reality; eyes, ears, and touch. Each person has differing abilities in each mode. Based on the sense preferred, the person is labeled as visual, auditory, or kinesthetic. A person communicates best with someone of the same modality (i.e., visual with visual). Therefore, the more one has strength in all three modalities, the greater the number of people with whom they can communicate. Below is a list of the characteristics of each mode. By learning where your preferences are and knowing others' preferences, you will understand the communication between yourself and others better.

	MODALITY	BODY MOVEMENT	VOICE SPEED	PROCESSING SPEED	PREDICATES
VISUAL		STILL	FASTEST		See Foggy Look Picture Focus Reveal Watch Notice
AUDITORY		METRONOME			Listen Talk Said Speak Hear Rhyme Sounds Like
KINESTHETIC		LOTS OF MOVEMENT	SLOWEST		Grasp Handle Feel Grab Hold it Action Words

Behaviors of the three modes:

Visual

- Organized
- Neat and orderly
- Observant
- Quieter - appearance oriented
- More deliberate
- Good speller
- Memorizes by seeing picture
- Less distracted by noise
- Has trouble remembering verbal instruction
- Mind wanders with too much verbal
- Rather read than be read to

Auditory

- Talks to self
- Easily distracted
- Moves lips/says words when reading
- Can repeat back
- Math and writing more difficult
- Spoken language easier
- Speaks in rhythmic pattern
- Likes music
- Can mimic tone, timbre and pitch
- Learns by listening
- Memorizes by steps, procedure sequence

Kinesthetic

- Responds to physical reward
- Touches people and stands close
- Physically oriented
- Moves a lot
- Larger physical reaction
- Early large muscle development
- Learns by doing
- Memorizes by walking through it
- Points when reading
- Gestures a lot
- Responds physically

PRIVILEGE

RIGHTS

CONSEQUENCES

PUNISHMENT

CHOICES

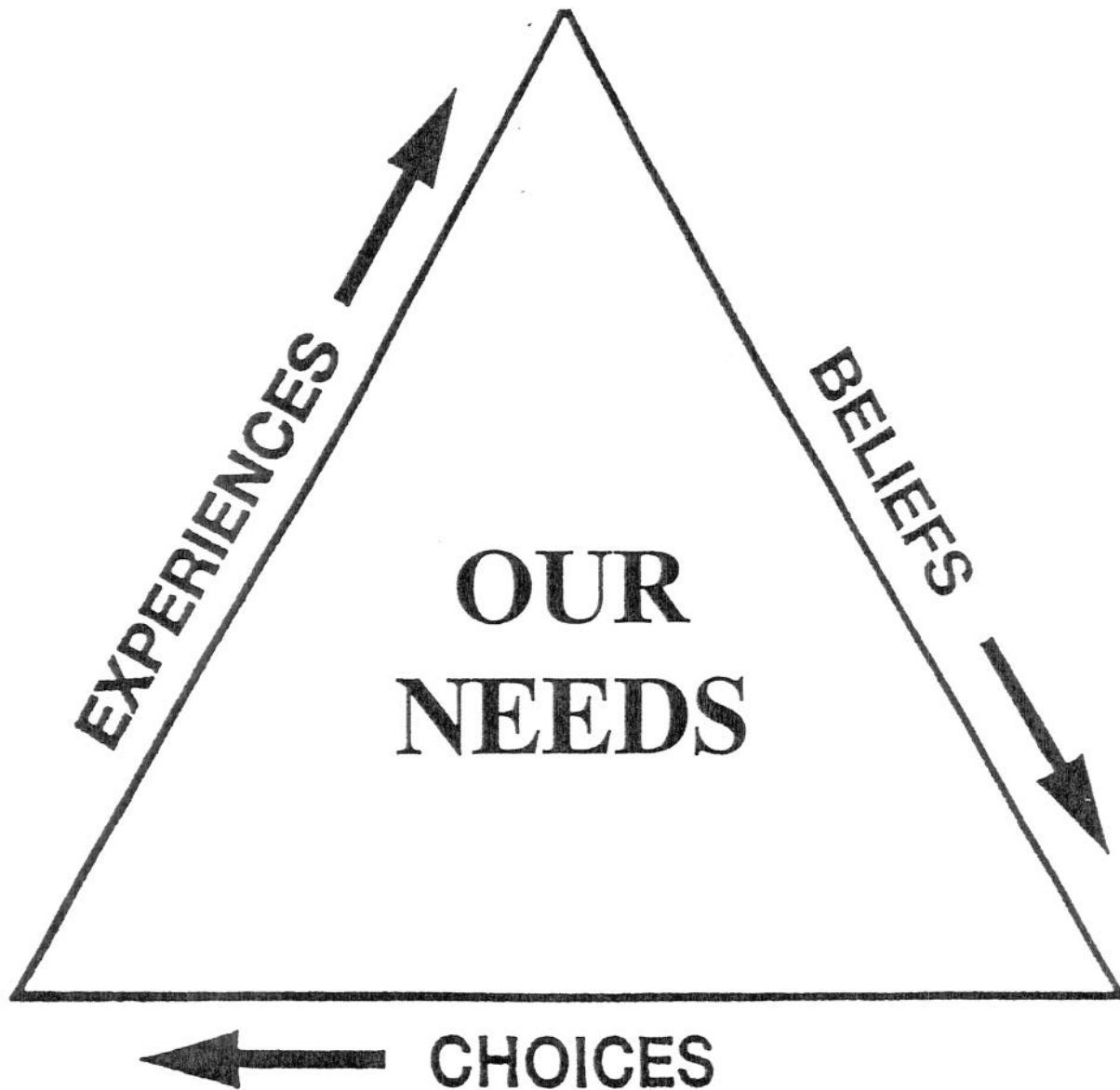
SOVEREIGNTY

BELIEFS

I DON'T KNOW

NEEDS

WANTS



Basic Human Needs

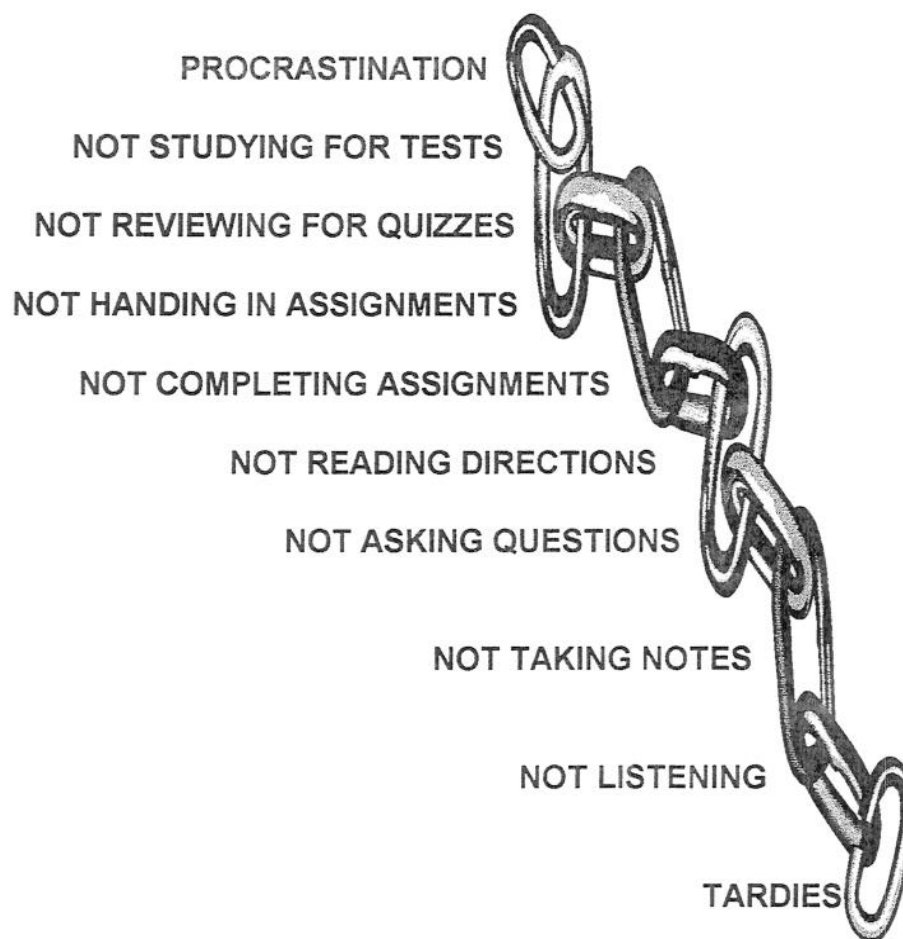
Everyone has basic human needs. Here are a few of them:

- Body Needs:** To have enough nutritious food, water, rest, exercise, air, and shelter.
- Safety:** To feel protected from harm and disease.
- Care Needs:** To love and be loved.
- Self Needs:** To feel important, valuable, and good about being yourself.
- Creative Needs:** To work, play, make things, and be active.

Were any of your Basic Needs not taken care of today? If so, how did that make you feel?

What kinds of conflicts exist because of unmet needs?

Major Setbacks Result from a Chain of Events



AFTER-SCHOOL PLAN

◆ Use this page to plan your after-school time.

For _____ (day of the week)

(You might want to review this plan with an adult before you start.)

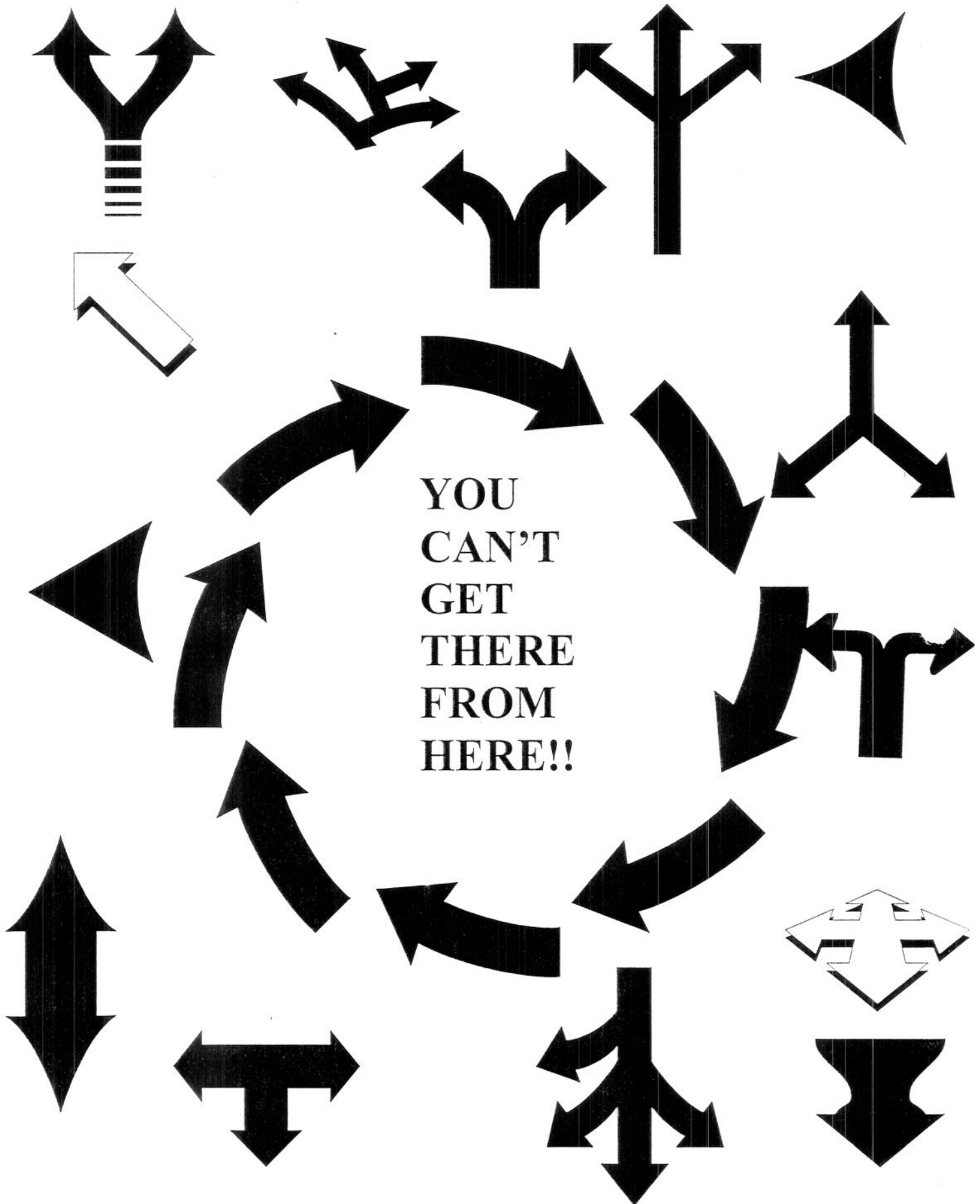
3:00	_____
3:30	_____
4:00	_____
4:30	_____
5:00	_____
5:30	_____
6:00	_____
6:30	_____
7:00	_____
7:30	_____
8:00	_____
8:30	_____
9:00	_____
9:30	_____
10:00	_____

You may want to make copies of this page so you can make a schedule for each day of the week.

How You Study Best

Sometimes where, when, and how you study makes a BIG difference in how well you do. Below you will find a list of study suggestions. If you have already tried some of these different ways to study, rate how they work for you. If they are new ideas, give them a try and see if they are helpful.

Study Techniques	doesn't work	can be helpful	works pretty well	great
study in the morning	_____	_____	_____	_____
study in the afternoon	_____	_____	_____	_____
study after dinner	_____	_____	_____	_____
studying by myself	_____	_____	_____	_____
study with a friend	_____	_____	_____	_____
study with a parent	_____	_____	_____	_____
study in a noisy place	_____	_____	_____	_____
quiet music in the background	_____	_____	_____	_____
study in complete quiet	_____	_____	_____	_____
studying at a desk	_____	_____	_____	_____
study lying down on a bed	_____	_____	_____	_____
study while walking	_____	_____	_____	_____
repetition	_____	_____	_____	_____
practice tests	_____	_____	_____	_____
tape recorder	_____	_____	_____	_____
bright lights	_____	_____	_____	_____
soft lights	_____	_____	_____	_____
after exercise	_____	_____	_____	_____



YOU
CAN'T
GET
THERE
FROM
HERE!!